

Dougherty's Shorthand



THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES

750
50
382 a

B. O. BAKER
LAWYER
DALLAS, TEXAS



Digitized by the Internet Archive
in 2007

MANUAL
of
Dougherty's
Shorthand

GEO. E. DOUGHERTY, Author.

Price \$1.50.

THE PEOPLE'S COLLEGE,
Fort Scott, Kansas



UNIV. OF CALIFORNIA
AT LOS ANGELES
LIBRARY

Copyrighted 1913
By GEO. E. DOUGHERTY

ALBION 150 70 1000
23.1000 20.1 10
100000

ABOUT DOUGHERTY'S SHORTHAND.

There are systems and systems of Shorthand. There are also "standard" systems—standard for the same reason that locomotion by horse power is "standard"—because they have been used for years and years. But as steam and electricity are superseding horse power, so surely are improved methods of Shorthand superseding these "standard," but behind-the-times systems. Of late years a number of systems intended to meet the popular demand have been invented. Some of them have excellent features, but most of them retain the most objectionable feature of the old methods, (the use of certain positions above, on, and below the line to make distinctions between words which would otherwise be written exactly alike, the vowels being all omitted in rapid writing). Others fail to make sufficient difference between the various vowel signs to afford the greatest degree of legibility.

Shorthand Essentials.

As Shorthand is used for the reproduction of speech it is evident that the chief requisites are legibility and speed. We place legibility first. Speed is necessary, because without it the record cannot well be made; but legibility is of much greater importance, because a record which cannot be read is worthless. Besides, legibility is a very important element in speed, for the reason that it gives to the writer a confidence which must necessarily add greatly to the ease of writing.

As to Legibility.

To secure the greatest degree of legibility it is necessary that the vowels, which are the most important sounds of words, be actually written, in their regular order in words. In the old methods they are necessarily omitted in rapid writing, because the only way in which they can be written at all is by means of disconnected dots and

dashes (light and heavy), which must be placed in certain positions alongside the consonant strokes after all the consonants have been written; and it is utterly impossible to write them in this way rapidly enough for practical use.

As a result of the omission of the vowels a number of words have exactly the same consonant outline. In order to prevent confusion, some of these outlines are written above the line, others on the line, and certain others below the line. This is called "position writing," the three positions corresponding with those which the dots and dashes would occupy if written beside the consonant strokes. As a further precaution, there are several different ways of writing certain consonants, each to be used in certain words. This is an arbitrary device, necessitating much memorizing of outlines.

As to the importance of the vowels, we can quote many leading writers and authors, even of those systems which omit the vowels.

What Writers of Other Systems Say.

Jerome B. Howard, one of the authors of the Benn Pitman System text-books, in an address to commercial teachers, said: "Position writing * * * is a compensating device for restoring legibility lost through the omission of the vowels.

It only partially restores this lost legibility, however, because it frequently happens that several words in the same position, written exactly alike, make equally good sense in the same place. Besides, it often requires so much mental effort to determine the proper position, that one frequently writes an outline in the wrong position, and the legibility is not at all restored.

Why Write the Vowels.

Isaac S. Dement, author of Dement's Pitmanic Shorthand, who had the reputation of being the most rapid Shorthand writer in the world, is quoted as saying:

"Vowels constitute an important part of Shorthand.

I have seen the time when I would have given the price of the transcript for a single vowel."

In his text-book he urges students to write the vowels as far as they possibly can, saying, "Do not drop the vowels too soon. They are your best friends."

As further indication of Mr. Dement's estimate of the vowels it may be said that, according to his own published statement, only "business reasons" deterred him from issuing a connective-vowel system, which he had ready at that time, and which he has since published.

The late David Wolfe Brown, reporter in Congress and a Pitmanic writer, wrote an excellent book entitled "Factors of Shorthand Speed," which is intended for the practical stenographer as much as for the learner. In this book he urges the writing of vowels even to the extent of neglecting the consonant outlines, for, he says:

"When a word, because unfamiliar, is indistinctly understood, the vowels are generally more clearly heard than the consonants; and though the consonant outlines may be incorrect, a clearly expressed vowel may be so wonderfully suggestive as to settle beyond a doubt the word intended."

It is quite noticeable that expert Pitmanic writers, in making suggestions to stenographers, advise them to utilize their spare moments during dictation by going back and inserting as many vowels as possible, especially in unfamiliar words.

Writers Are Agreed.

So you will see that all Shorthand writers are agreed upon the importance of the vowels and the desirability of having them written where they belong in words; and the advantage of writing them thus, as the rule, instead of the exception, must be plain to every one, for while taking the dictation, it is not likely to occur to the writer that he may afterwards have trouble in reading a word which, at the time of writing it, is perfectly clear.

The only difference of opinion on this point among Shorthand writers is that some claim it to be merely the ideal way, impossible of attainment.

Should be Written in the Words.

The advantage of writing the vowels where they belong in words—the natural way—is generally admitted by expert writers of the old systems. Jerome B. Howard said, in connection with the statement I have quoted:

“If it were possible to write the vowels where they belong in words rapidly enough for practical work, position writing would not be used.”

Mr. Howard probably intended to prove the impracticability of the natural method by the fact that so many people still adhere to position writing. This fact, however, no more proves such a claim than does the fact that people continue to patronize a swindler prove that he is no swindler.

But the gist of his statement is a remarkably strong admission as to the importance of the vowels and the advantage of writing them naturally where they belong in words, when he says that the advantage is so great that one needs only to be convinced of its feasibility to cause him to abandon position writing and adopt the connective-vowel method.

It is not difficult to show the practicability of the natural method. A comparison of our Shorthand outlines with the briefest Pitmanic outlines will show that our outlines, including the vowels, are as brief, on an average, as the others, in which the vowels are all omitted, although we have written fully twice as many sounds.

Dougherty's Shorthand has achieved what some claim to be merely the ideal. By this method the vowels are written as the **rule**, in their regular order in words, without raising the pencil. This is the **natural, simple** method, and accurately readable outlines are the result.

As to Speed.

Shorthand writing is chiefly a mental process: hence the great requisite for speed is the minimum amount of mental effort required in the act of writing. To secure this we must have the greatest possible degree of simplicity. This is conceded by all the leading writers and authors.

Isaac S. Dement, in a personal letter to Mr. Dougherty, reiterates his previous statements in regard to Shorthand speed.

"It does not come from, but is retarded by a multiplicity of arbitrary forms. So long as we work from principle with which we are entirely familiar, the mind works quickly and with as much accuracy as our mastery of the principles permits; but when seeking arbitrary the mind must search for a particular symbol."

Search implies effort.

In the preface to his text-book Mr. Dement says that he discarded thousands of the arbitrary signs which are ordinarily used in the Pitmanic Systems, and that, his mind being thus freed from this burden, his speed was increased.

"It requires more time," he says, "for the mind to call up a special picture of an isolated contraction than it requires to apply familiar rules."

The late Mr. C. H. Nettels of this City, who was conceded to be one of the most rapid Shorthand writers in the country, went to even greater lengths in this direction than does Mr. Dement, claiming that, although his outlines were very much longer, he could write them much more rapidly because he could think them more easily. His idea was that the mind should be relieved by simplifying the method, even though the hand be compelled to do several times as much actual work.

Mr. Nettels highly recommended Dougherty's Shorthand because it so fully conforms to this idea and that, too, without increasing the length of outlines.

Simplicity Means Speed.

Dougherty's Shorthand surpasses all others in point of simplicity.

This simplicity is secured by adhering to the natural, rational method, which is to reproduce the sounds of which words are composed, in the exact order in which they are pronounced.

Thus, we have a sign of a certain shape for each of the various sounds which compose ordinary speech. These

signs, or pictures we might call them, are written one after the other in the order in which the corresponding sounds are pronounced, and they are written without raising the pencil.

No thought of position is necessary, because our outlines mean precisely the same in one position as in another.

It is not necessary to memorize many word forms, as in most cases our complete outlines are briefer than the arbitrary, contracted word forms in the old methods. Even when the outlines are longer they are more easily written, because there is much less mental effort required in the act of writing.

In short, by using the natural method, as indicated, we escape the numerous difficulties which are utterly unavoidable in position writing.

Simple and Brief.

It will thus be seen that we have secured the greatest degree of simplicity without increasing the average length of outlines. This result has been secured by a rearrangement of the material, using those signs which afford the best combinations and avoid angles, or make such angles as we are accustomed to making in longhand writing, using as signs for the most frequently occurring sounds such strokes as occur most frequently in longhand.

It is frequently the case that from three to six sounds, and sometimes even more, are represented by a single continuous stroke. Yet excess of horizontal strokes is avoided, thus affording outlines which are not only more easily written, but are also more legible.

Readability Not Sacrificed to Writability.

Several of the newer systems, such as the Gregg, have too much sameness in the direction of the strokes to secure the greatest degree of legibility and rapidity combined.

In our System the strokes, although nearly all in a rightward direction, have variety enough to afford more legible outlines, yet do not retard the smoothness of the movement.

A study of rapid longhand writing will show that

angles, to a certain extent, are an advantage. Notice, for example, the tops of a longhand letter "n," which are generally and more easily written like the tops of a "u."

We do not claim for our method that it is the only feasible one. There are several other connective-vowel systems which have attained unquestioned success. Our method, however, surpasses others of the same class in **simplicity**, in ease of outline, and in legibility.

As to legibility, for example, some methods practically represent as many as three vowel sounds by the same sign. True, there is a provision for indicating distinctions by means of disconnected dots, which must be inserted after the outline is completed. But such a device is not likely to be used where it is really needed, since the writer is not likely while writing a word to expect trouble in reading it afterwards.

It is just as easy in the first place to learn a distinct sign for each of the sounds, and it is certainly easier to think of the desired sign when needed if each sound is invariably represented in the same way than if its distinctive form is used only occasionally.

In a Nutshell.

To recapitulate: The ideal system must be **legible** and **rapid**. Legibility is secured by writing the **vowels**. Speed is secured chiefly by **simplicity**. Writing the vowels as they occur in words affords the greatest degree of simplicity. Hence, writing the vowels connectedly insures both **legibility** and **speed**.

How Speed is Secured.

With longhand a speed of fifty words a minute is often acquired; twenty-five words a minute is only ordinary speed. Four times the latter speed is ample for nearly all ordinary Shorthand work, and indeed, it is seldom that eight times this speed is needed in most rapid verbatim reporting.

In longhand each character requires from three to seven strokes. In Dougherty's Shorthand, each letter is written with one stroke. This alone would insure out-

lines five times as brief as longhand outlines, even were all silent letters used, as they are in longhand.

But in Shorthand only the actual sounds are written, and the silent letters are all dropped out. This still further reduces the length of outlines.

Our Shorthand outlines, using only the alphabet, would be more than five times as brief as longhand. The other principles of the system are used for the purpose of securing a still greater degree of brevity of outline, so that our ordinary Shorthand outlines are more than ten times as brief on an average, as the corresponding longhand outlines. Hence if one be as thoroughly familiar with the Shorthand as he is with longhand he will surely be able to write with verbatim speed.

The practicability of our method is also proven by the work of its writers. Many have been eminently successful with this method who utterly failed with the old methods, which are really practicable only for persons who possess excellent memories, who are exceptionally quick thinkers, and who have an extended knowledge of language.

Suggestions to Students.

(a) While learning Shorthand or Typewriting, do not entertain a thought of speed. Lose sight of everything but accuracy. Do not be influenced by what others say to you about speed. Many a person, because of his anxiety to get "speed," forms habits of carelessness in writing, which greatly handicap him in future work. Too much emphasis cannot be placed upon the importance of absolute accuracy while learning to write. Do not think of speed. It will surely come if you do enough of careful, accurate practice, and the speed attained in this way will not be at the expense of legibility, as is so often the case otherwise. Remember, speed in writing without ability to read what you write is worth nothing.

(b) Learn to absolutely concentrate your attention upon your work. This is one of the essentials to efficient service even in actual work, and is all the more necessary in learning Shorthand or Typewriting. It is utterly impossible to secure the best results while your attention is divided.

(c) Train yourself to hear what is said, and to remember what you hear. In ordinary conversation we catch the drift of what is said and are satisfied, and so get into the habit of only half hearing. But it is necessary to actually hear in order to reproduce what is heard, and it is desirable in reporting to be able to remember as many words as possible. Practice in these lines by mentally repeating after a speaker all he says, beginning with a few words at a time and gradually increasing the number. The ability to carry in mind twenty-five or thirty words while listening to the speaker and writing at the same time, will wonderfully increase your Shorthand speed by giving you such confidence that you will not easily become confused, and also by enabling you to catch up with the speaker during pauses, when he gets ahead of you. As additional help in this direction, in your writing practice, read as many words as you can remember and then write them, instead of reading only two or three words at a time. If you have some one to

dictate to you while practicing, have him read in the same way; instead of reading slowly and continuously, have him read more rapidly and make longer pauses where the punctuation marks are.

(d) Ease of writing depends much upon the writing materials—the kind of paper as well as pencil—and it is as great a help to the beginner as it is to the professional stenographer to have the right materials. There is no economy in using poor pencils and poor paper, merely because they are cheap. The pencil should glide over the paper easily, yet with enough friction to leave a good mark without much pressure. The lead should be tough and uniform in quality, yet soft enough to make a good mark. For pencil work, the paper should not be too smooth. It may be necessary to do some experimenting before the right combination of pencil and paper is secured.

(e) Ink notes are better than pencil notes for preservation, but if a pen is used, it must be one that will move smoothly over the paper, and the paper must have a hard, smooth surface. It will not do for the pen to catch in the paper or to gather fuzzy fibers to make lines where they are not wanted.

(f) Do not sharpen the pencil to a point. Cut off the wood, leaving the lead intact. You can make just as fine lines with this kind of point as with a sharp point if you will occasionally turn the pencil to get a new edge. The advantages of this plan are several: The pencil will last very much longer; the point is not nearly so apt to break off; it is much easier to shade with such a point than with a sharp point; much less frequent sharpening is required; it avoids soiling one's fingers in sharpening.

(g) If you are in the habit of pressing heavily on the pencil while writing, break yourself of it. You will write much more easily by holding the pencil lightly.

(h) Avoid putting the pencil in your mouth. It is a waste of time and spoils the lead.

(i) While learning to write, use ruled paper as an aid in making the strokes the right proportionate size and shape. In

actual work, however, Dougherty's Shorthand does not require lines to write on, any more than does longhand.

We have practice paper for learners, specially ruled in squares like the dotted lines on page 18, which is of great advantage in learning to write the characters correctly. This paper will be sent postpaid in quantities as small as twenty-five cents' worth.

(j) It is desirable to write small outlines. Small notes, closely written, afford much greater speed than too large, scattered notes. As a help in this direction, write on narrow pages or in narrow columns. The writing, too, will be done more easily in this way, as the hand will remain more nearly in the same position than in writing across a wide page.

(k) Carefully avoid the habit of raising the pencil in the middle of words, and do not hesitate between strokes which are joined without angles, but write them with a continuous motion of the pencil. Even where there are angles, pause no longer than is necessary; and, while learning, if compelled to hesitate in the middle of a word, keep the pencil on the paper until the complete outline is formed. Angles are few in this system compared with other methods. The arrangement of the signs is such that often two or more signs will combine in a continuous stroke. In such cases, do not hesitate between the strokes, as the time lost in hesitating will probably be as much as that required to write the whole outline. As examples of such combinations we might mention k-an, ex-p, r-t, d-j, im-en, an-k, etc.

(l) Where it is necessary to make angles, it is easier to make them as sharp as possible; and they will also be more legible when so written. Therefore, vary the depth of a curved stroke according to ease of joining.

(m) In writing, do not try to remember how you wrote a word before. Learn instead to instantly recognize the sounds of which words are composed, and to as readily think of the characters for these sounds; in other words, **depend upon your knowledge of the principles** instead of memorizing word forms. The more you depend upon the principles, the greater will be your speed in writing.

(n) As a learner, shun the use of an eraser. Do not form the habit of depending upon correcting your mistakes. Do not patch up your work, but do it over and over until you have done it correctly. This applies to both Shorthand and Type-writing. If you have written a Shorthand outline incorrectly, cancel it with the pencil and rewrite it. Do not take the time to erase it, and **never patch up an outline**. Do not get the idea, as a beginner, that your notebooks are to be picture books, in which every line must be carefully drawn, and that it is a disgrace to have a page show canceled notes. It is essential, in learning to write Shorthand, to overcome all tendency to form "poky" habits of thinking; and nothing will help so much to form poky habits as to waste time in patching up outlines.

(o) A knowledge of punctuation, composition and grammatical construction is essential to the best stenographic work. Treatises upon these subjects may be found in ordinary school books, and it is not deemed necessary or advisable to attempt to treat them in this work. However, as a help in acquiring a better knowledge of these branches, we would suggest careful attention, in your general reading, to the punctuation, composition, etc. Also read aloud, making the natural pauses, and thinking of the punctuation which should be used at such pauses. In reading your Shorthand notes (while learning) compel yourself to think of the punctuation by definitely naming each punctuation mark. Thus, read: "This (comma) of course (comma) is all right (period)."

(p) It is necessary to have a good knowledge of language and of business terms and methods generally, in order to become a thoroughly competent stenographer. Read general literature, magazines of the day, etc. Keep a notebook always with you. In it make memoranda of words you meet, with the spelling or meaning of which you are not familiar, and at your first opportunity study them up in a dictionary or encyclopedia.

(q) There is great advantage in several studying together. Different persons have their special difficulties at different points, and therefore they can help one another. Then, too, such study incites interest and emulation. If you are taking up the study alone, without a teacher, get some of your friends to join you. You can easily find several who will do this.

(r) Learn to turn the leaves of your notebook without loss of time in writing. This can be done by holding the leaf with the thumb and forefinger of the left hand, moving it up gradually as you write, and turning instantly when the bottom of the page is reached.

(s) Some persons may go farther than others in the way of contracting outlines, because of their more extended knowledge of language. Do not adopt any outlines which make your notes more difficult for you to read. Legibility is the first consideration, and with this system it is possible to make Shorthand writing fully as legible as longhand.

(t) There is great advantage in judicious phrasing or combining of words in writing. The time required to carry the pencil through the air from the end of one word to the beginning of the next word is practically the same as is necessary to write a stroke on paper. Phrasing saves this time and effort. Besides, more words can be read at a glance, when they are phrased, because they occupy less space, and this often adds to legibility as well as speed in writing. In Dougherty's Shorthand, phrasing is, with the exception of a few arbitrary, but self-suggestive phrases, merely the joining of words without changing their form, just as words might be combined in longhand. Therefore, it is not necessary to memorize phrase-signs as in systems using position writing. But a word of caution may be helpful. Many students when beginning to phrase go to such extremes that they have difficulty in reading their notes, and becoming discouraged, thereafter avoid phrasing, thus losing the advantage resulting from judicious phrasing. First, phrase only words that are naturally grouped in speaking. Thus: "deprive-me of-the"; not "deprive me-of the"; "tell-me to-go," not "tell me-to go." Second, phrase only such words as join easily and keep close to the line of writing. Some cannot phrase safely to the extent that others can, because of limited knowledge of language, terms used, etc. Begin with a few of the common words, gradually phrasing more and more, according to your ability to read such combinations. Avoid all phrases which do not prove easy for you to write and read. Nothing is gained by phras-

ing when the resulting outline cannot be written without hesitation between words.

(u) Unless they wish to deviate from their usual rule, business men generally omit the salutation and complimentary close, dictating only what they wish to say, together with the names and addresses of the persons to whom they are writing, leaving to the stenographer the arrangement, punctuation, etc. Often they do not dictate the full addresses, but leave that to the stenographer to supply from his own knowledge, original letters, etc. The stenographer should, upon entering a new position, at once learn the rules of the office in these respects, and also familiarize himself as quickly as possible with his employer's vocabulary and with the names which he is to use frequently, especially the names of cities and of the regular correspondents of the office, so that he will ask the fewest possible questions. Most of this information may be obtained from the correspondence files or letter copy books.

(v) As all the sounds are written in Dougherty's Shorthand, proper names may always be safely written, as the Shorthand outline will represent exactly what is heard. Names with which you are familiar may always be written in Shorthand. Names with which you are not familiar should always be written in longhand the first time, if the dictator spells them out for you at the time of the dictation. But do not interrupt him to get the spelling; write the name in Shorthand and get the spelling afterwards. You can write names more readily in Shorthand than in longhand, and, not being hurried so much, will write them more legibly.

(w) The employer will depend upon the stenographer to straighten out muddled dictation, but the stenographer should be sure he is right before making changes, and should make them without any display of superior wisdom. Many a successful business man, owing to lack of early educational privileges, is deficient in some lines pertaining to letter writing, and he expects his stenographer to make up for these defects. When he finds one who can be depended upon to do this, he is willing to pay him a good salary in order to keep him.

Therefore, the stenographer should acquire the ability to write a good letter.

(x) There is great advantage in reading others' notes. It gives one even greater familiarity with Shorthand to read the notes of various other writers than to confine his reading to his own writing, and he will read his own notes more readily as the result of such practice. Besides, it may be worth something to him sometime to be able to read readily the writing of others. Exchange books frequently with fellow students and read much from their notes. Also correspond with persons as far along with the study as you are. If possible, read actual work of writers of the system. One reason for the remarkable success of our correspondence students lies in the fact that they are compelled to read Shorthand notes written by the teacher and others, and to read them entirely by the principle without the aid of memory.


(y) Write all notes for reference in Shorthand. Once form the habit of doing this and it will enable you to save much that you would otherwise lose and to make memoranda in so much less space and so much more quickly. Do all the composing you can in Shorthand. This is splendid mental drill for Shorthand work, as it will give you confidence in writing and familiarity with your notes. It will also help to overcome the tendency to be a mere machine, simply reproducing what you hear instead of following the meaning intended to be conveyed by the dictator. The ability to do the latter is worth much to a stenographer, and nothing will help so much to give you this ability as practice in putting your thoughts into Shorthand while you think them. You will be surprised, too, to see how much use you can make of Shorthand in this way.

(z) Put yourself in your employer's place, be thoughtful of his interests. Save him a penny wherever and whenever you can. Save him a minute of time wherever and however you can. Save him all the bother and anxiety you can. Do this because it is right—because you owe it to your employer. But merely from the standpoint of policy, the same advice would be given. Carelessness in little things has lost many a one his position.

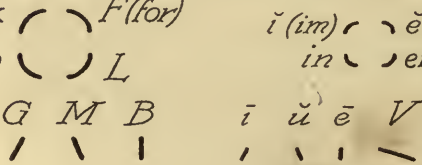
DOUGHERTY SOUNDSIGNS

(The Complete Alphabet)

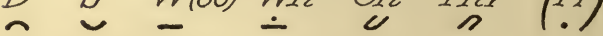
UP STROKES

K(ε) um(com) N an(trans) T R Th ime


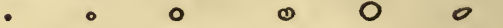
DOWN STROKES

Ex F(for) ĩ(im) ě(em, ly)
p L in en
G M B ī ŭ ē V


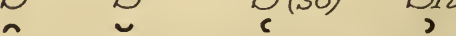
HORIZONTALS

D J W(ōō) Wh Ch Thr (H)


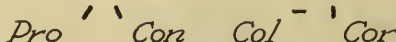
CIRCLES

ā ă ǒ aw ō ū


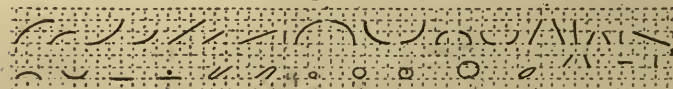
HALF CIRCLES

S S S(so) Sh


ABOVE-THE-LINE SIGNS

Pro ' \ Con Col - ' Cor


These dotted lines show the proportionate sizes of the signs



INTRODUCTORY LESSON.

Shorthand is a method of recording speech.

The phonograph makes a record of speech for the **ear**.

Ordinary longhand and print make a record of speech for the **eye**.

Shorthand, **like longhand and print**, makes a record of speech for the eye.

To make a record for the eye we must have pictures (or signs) for the sounds which are combined to make up words.

Thus, in the word "cat" we have three sound pictures or signs—because we have **three sounds in the word**.

c a t

In this word, as in most others, each soundsign is a single letter. But the number of **letters** does not by any means determine the number of **soundsigns** in a word, for in very many words **several letters** are used to form **one** soundsign. Thus, in the word "though" there are **six letters**, yet there are only **two soundsigns**—

th ough

because there are only two sounds in the word, and we have soundsigns only for the actual sounds. The two letters "th," in this case, form one soundsign, and the **four letters** "ough" form another soundsign.

Keep in mind, then, that in ordinary longhand or print the various sounds of language are represented by **soundsigns**.

And the same is equally true of this Shorthand.

In longhand and print, however, the same sound is not always represented by the same sign. Thus, in the word "beau" we have two soundsigns—

b eau

In this case the "eau" is a soundsign for exactly the same sound as that represented by "ough" in the word "though."

In the word "door" there are three soundsigns—

d oo r

In this case the soundsign "oo" is used to represent exactly the same sound as was represented by "ough" in "though" and "eau" in "beau."

In the word "oar" there are two soundsigns—

oa r

The first of these two signs represents exactly the same sound as is represented by the soundsigns "ough" in "though," "eau" in "beau" and "oo" in door."

This shorthand is simpler than longhand in that it uses the same soundsigns always for the same sounds. as will be seen in the following examples:

(You will readily see that each of the words is pre-

cisely the same in the three forms except that the soundsigns are of different shapes in the various forms.)

th ough	=	though	o de	=	ode
th ough	=	though	o de	=	ode
— o	=	o	o (=	o
b eau	=	beau	b ow l	=	bowl
b eau	=	beau	b ow l	=	bowl
l o	=	o	l o)	=	o
d oo r	=	door	f oe	=	foe
d oo r	=	door	f oe	=	foe
(o /	=	o	(o	=	o
oa r	=	oar	p o le	=	pole
oa r	=	oar	p o le	=	pole
o /	=	o	(o)	=	o

(Only the actual sounds are represented in Shorthand.)

In the following exercise the words are separated into their soundsigns. Study these carefully, pronouncing them until you readily recognize each letter, or group of letters, as it stands by itself, as a sign for one sound:

b	oa	t	p	i	le	m	a	te	f	ee	l
r	o	se	p	i	ll	g	e	m	f	e	ll
f	u	se	f	i	t	c	a	ll	k	ee	p
t	oo	l	d	i	p	e	gg		kn	ee	
l	oo	se	r	o	be	e	bb		f	e	d
r	u	de	p	ea	l	c	u	t	p	i	t
K	a	te	w	i	de	l	a	te	d	a	te
m	a	de	r	o	b	m	a	sh	d	ea	l
f	a	d	m	a	t	d	i	ne	w	i	sh

l	oa	n	p	ie	ce	b	ea	ch	v	a	ll	ey
h	au	l	ch	ew		r	ou	t	c	aug	h	t
S	au	l	ch	oo	se	y	o	ke	f	ough	t	
c	u	te	f	ee	d	v	a	le	f	ie	n	d
s	ui	t	a	che		wh	a	t	ph	y	s	i
cz	ar		kn	o	t	r	i	n	d	s	ough	t
s	ea	t	gn	a	t	f	i	n	d	wr	ough	t
s	ie	ge	l	ieu		sh	ou	ld	wr	e	ck	
f	ew		b	uoy		w	eigh	t	m	o	s	que
f	eu	d	j	oi	n	l	a	tch	ph	th	i	s
wh	y		gh	o	s	t	p	a	tch	d	i	a
w	a	de	s	t	u	ff	sh	a	pe	g	o	ph
w	a	lk	th	ey		ph	a	se	r	e	p	r
r	ea	ch	b	ui	l	d	t	ou	gh	w	eigh	t
												ed

Copy the following list of words, separating them into their soundsigns, as we did with the preceding list, and submit for correction and suggestions:

cheat	liege	life	chip
wide	talk	wrap	called
fill	wise	cap	sneeze
neat	knead	due	army
wheat	prey	yoke	cute
Amy	cat	caught	wrinkle
cut	kit	feel	rough
peach	bead	real	phantom
tack	back	pew	phthisic
chill	ties	cape	pneumonia
knee	gnu	what	cough
which	tray	yes	gnash
Kate	cot	cost	knack
kite	fell	file	gnaw

Like what one soundsign is the sound of "gh" in "rough"? "ph" in "Ralph"? "phth" in "phthisic"? "gn" in "gnaw"? "pn" in "pneumatic"? "gh" in "ghost"? "ough" in "dough"? "ough" in "fought"?

Do no writing of shorthand till you take up the next lesson.

LESSON I.

From the Introductory Lesson you have learned that there is a soundsign for each sound. You have also learned that, unlike longhand and print, Shorthand uses the same soundsigns for the same sounds, regardless of the ordinary spelling of words—no matter how many letters may be used for a sound in the longhand or printed forms of words.

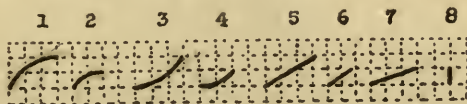
You have also seen some Shorthand words and have seen how the Shorthand soundsigns are written together, joined in the easiest way, to form words.

To keep the outlines near the base line, it is necessary to write some of the strokes up and some down, just as we do in longhand.

Eight of the soundsigns are always written upward,—and these are the only signs that are ever written upward.

If you will first get these up-strokes thoroughly in mind, you will find it easier to memorize the others.

The up-strokes are shown here, numbered for reference and placed in dotted squares just to show more plainly the relative sizes of the signs.



Take a good look at these signs, noting them in the order here given, as indicated by the figures above the signs.

(The dotted lines are used merely to show the relative sizes, slant, heights, widths, etc. For convenience we speak of heights and widths in "spaces." Thus, the first of these signs is two spaces high and three spaces wide.)

Now, referring to the above diagram, study the signs, as you answer the following questions about them:

How many **curved** up-strokes?

How many **straight** strokes written up?

How do the signs numbered 1 and 2 differ? In what respect are they alike?

How do 3 and 4 differ? In what respect are they alike?

What is the difference between 5 and 6? Between 7 and 5—in height, in width?

In what direction is 8 written?

How many different heights of strokes?

How much higher are 1, 3, 5, than the others?

How much wider is 7 than 6? than 4? than 2?

What is the difference between 1 and 3? between 2 and 4? between 6 and 4?

Cover up the diagram and answer the foregoing questions as far as possible from memory.

Finally, **depending entirely** upon memory, drill on these until you have formed a very vivid picture of every one of the strokes, in the order in which they are shown above, noting the heights and widths in "spaces."

Now let us learn what sounds these signs represent.

Let the foregoing rest for a moment while we take a good look at this jingle (which is merely a memory help, like the familiar jingle "Thirty days hath September, April, June, and November," etc.):

<p>Come, Nan, take Ray the dime</p>
--

Now cover up the jingle and repeat it from memory; again;—again;—again.

Now say it backwards;—again;—again;—again;—again;—again and again.

Get this in mind so that you can repeat it readily, either forwards or backwards.

Did you notice what letters were underscored in each word? If not, take another good look at the jingle.

Now cover up the jingle and tell me what letters are underscored in the word “come;” in the word “Nan;” in the word “take;” in the word “Ray;” in the word “the;” in the word “dime”—think twice before answering.

How many different letters or groups of letters are underscored in the whole jingle? (Eight—just as many as there are shorthand up-strokes.)

Now, each of these underscored letters or groups of letters forms a key to the Shorthand signs in the group of up-strokes.

The first sound in the word “come” is the sound represented by the Shorthand sign numbered 1. (This is the same sound as that represented by “K” in kite.)

The second group of letters (“ome,” that is “um”) is the same as the second Shorthand sign; etc., etc.

Now cover both the jingles and the Shorthand signs and answer the following questions:

Signs 1 and 2 make what word? 3 and 4? 5 and 4? (t-an) 6 and 4? (r-an) 7 and 4? 7 and 2? 1 and 4? 6 and 2? 6 and 8? 5 and 8? 3 and 2? 4 and 2? 5, 4 and 1? 6, 4 and 1? 4 and 5? 1, 6 and 8? 7, 4 and 1? 1, 6, 4 and 1?

WRITING.

Before writing any, **trace** the signs on page 23 with a dry pen or pointed stick; trace the eight signs, one after the other, going over the list in this way at least one hundred times, being sure to trace each sign **upward** and think of its **sound** each time you trace the sign.

In learning to write Shorthand, use the specially ruled paper, on which, you will note, the spaces are marked by the ruled lines, as they are by the dotted lines in the printed diagram of the alphabet. This ruled paper is used only in learning; Dougherty's Shorthand is as easily written on unruled paper as is longhand.

Write the first sign a few times; (think of its sound every time you write it.)

Start this sign with a straight-upward stroke; that will make it easier to write it with a good curve.

Stop now and compare with the copy.

Is each one the right shape?

Is it the right height? The right width? (How many spaces?) Is the curve deep and uniform?

If not, try to improve it.

Write again—ten times.

Are they all exactly the same size and shape—the same height? The same width?

Avoid the tendency to **draw** rather than to **write**.

Write twenty of this same sign, as fast as you can **write**—but **not carelessly**; make them all as nearly the right shape and uniform size as you can rapidly.

Do not make
them like these:



But like these:



But keep in mind that the important thing is to learn to **write** Shorthand;—anyone, by taking his time to it, can **draw** the signs and get them of good shape.

Spend much time in practicing on this one sign—it will help you in writing every other sign.

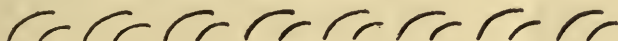
Take the next sign—just half as high.

Think of the **sound** every time you write the sign.

Practice on it exactly as you did with the first sign, watching very carefully to see that you get the strokes all of uniform size and of proper shape.

Keep in mind that the value of these signs depends upon their **relative** size—just as in longhand the same sign may be either “e” or “l,” according to its size in proportion to the other letters.

Now write rapidly, but as accurately as possible, the two signs together, thus:



Practice on these until you can write 100 a minute. and make them all of good shape and uniform size.

In **all** of your practicing on the soundsigns, think of the sound as you write the sign, so that you will thoroughly associate the sounds with the signs; do not make the practicing merely a mechanical act; such practice might give you the ability to write the signs, but that is only half of the result desired, for it is even more important that you learn to make the signs so they will **represent to the eye** the proper sounds—without the least hesitation.

Take the third sign alone, in the same way as you did the first.

Take the fourth sign alone, in the same way you did the first.

Now take the third and fourth together, in the same way that you did with the first and second, thus:



Take the first four signs together, thus:



This is a little harder than one at a time; but practice on it till it becomes **easy**.

Watch the relative heights and widths; **you are forming habits**— get the **right habits in the very start**.

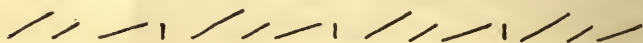
Practice on the first straight line as you did the others.

Then on the second straight line.

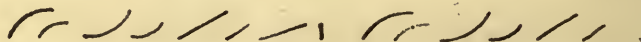
Then on the third straight line; (be sure you get this the right height and width).

Then the fourth straight line; (be sure to write it upward).

Then the four straight lines together, thus:



Then the eight up-strokes; (be sure to write **every** one upward—every time) thus:



Here are a few words as they are ordinarily written,

Think of the **sound** every time you write a sign.

In words, the soundsigns are written one after the other, as the corresponding sounds are pronounced in speaking the words, and are joined in the easiest way. and the same words broken up into their sounds to show of what signs they are composed:

can (c an)

rhyme (r ime)

numb (n um)

annum (an um)

thumb (th um)

thank (th an k)

*king (k ing)

*ringing (r ing ing)

In the first few lessons, do not join the signs, but write separately as shown in the above examples. Writing them separately in this way, furnishes fine drill. It trains one to break up words into their sounds. It also drills one in recognizing the separate signs. Then, too, it gives better writing practice on the separate signs than by joining them in words from the first.

(Every sign in these words is always written upward.)

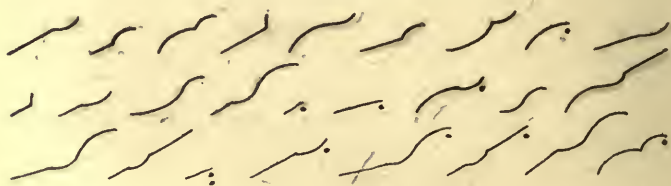
Writing Exercise.

come	tan	thank	*ringing
time	numb	ant	*tanning
Nan	cant	rum	*ranting
rhyme	tank	annum	*thanking
than	thumb	*king	
can	rant	*ring	
ran	rank	*thing	

*Indicate "ing" by writing a dot under the end of the preceding sign; or begin the next sign there; in "ing ing", the second "ing" dot goes under the first "ing" dot.

Reading Exercise.

In reading the shorthand words, note that each separate stroke or different curve is a distinct sound-sign, as illustrated in the foregoing examples.



A WORD ABOUT PRACTICE.

The ability to write Shorthand well means **skill**.

Skill is acquired only by practice—"Practice makes perfect."

To become **extra** skillful requires **very much** practice—more than some students are willing to give.

Some students acquire this skill with less effort than others. But however apt you may be, this rule will apply to you:

The quickest way to acquire skill is to go slowly enough at first to LEARN THOROUGHLY EACH STEP AS YOU GO.

You must learn it somewhere along the course. It is better by far to take enough time to thoroughly learn each principle **as you take it up.**

Skill in writing shorthand comes only from thorough familiarity with the principles—and repetition. Write each exercise carefully till you get every word exactly right without any hesitation;—**then write it**

many times to make sure that you can think it like lightning and can make the signs correctly as fast as you can think them.

If you can write a certain exercise absolutely without error the first time you try, and write it at the rate of ten words a minute, it shows that you are familiar with the principles to a certain extent. But if you can write the same exercise at the rate of twenty-five words a minute, you surely know those principles **very much better**.

Speed in writing is nothing unless the notes are accurately written; but accurate outlines, rapidly written, are what you are striving for. So as an indication of what you may do, we suggest with each lesson the number of words a minute you should be able to write before leaving that exercise. This speed naturally increases as the student advances with the course.

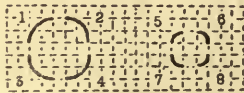
Develop your memory while acquiring familiarity with the principles by following this plan: Read as many words of the exercise as you can remember; then write them before looking back to the exercise. Each time you go over the exercise try to remember more words than you did before. In this way you will gradually acquire the ability to hold in mind a large number of words, and that will eventually add very greatly to your skill as a stenographer.

The General Principles are introduced gradually in the lessons, but are repeated in the back of the book, in form for ready reference. They are in six sections, numbered I, II, III, IV, V and VI, and the paragraphs are numbered with arabic numerals. Throughout the book these paragraphs are referred to by number. Look them up as suggested,—on pages 154 to 160.

LESSON II.

***QUIZ.**—How is “ing” indicated? “inging”? When is “ime” written downward? What is the difference between the shorthand signs for “C” as in “cat” and “K” as in “kite”? Why is it necessary to write the exercises many times? How will the developing of your memory add to your shorthand speed? In what three respects is it better at first to practice by writing words without joining the soundsigns? What suggestion was made in the last lesson for developing the memory in connection with your shorthand work?

Here are the only **curved strokes** which are written downward:



If the four signs in each group were shoved together they would make a **circle**.

Every down curve is a **quarter circle**.

These are **always** written **downward**.

How many down curves? How many spaces high are the first 4? The second 4? How wide?

Compare these with the up-strokes and note that the up-strokes are wider (slant more) than similar down-strokes—just as in longhand; notice, for example, the first two strokes of the longhand “m” or of “h”.

This jingle will help you memorize the down curves:

ex tra fine pad - locks
will sell in Ten nessee

*The quiz at the beginning of each lesson is a review,—nothing new. Do not go on with the lesson until you know you understand everything referred to in the “quiz”.

Take a good look at this jingle, noting the under-scored part of each word; then cover the jingle and depending upon your memory, answer the following questions:

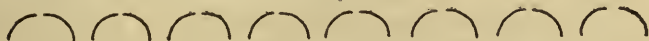
What part of the jingle goes with the first circle? The second circle? The upper half of the large circle? The lower half? The upper half of the small circle? The lower half?

Now (from memory): What sound is represented by the first quarter of the large circle (the upper left-hand quarter)? The second quarter? Third? Fourth? The first quarter of the small circle? Third? Fourth? Second?

Now practice writing the **DOWN** curved strokes. Notice the height and width of each sign, as shown by the dotted lines.

Be sure to write these **DOWNWARD**.

Practice on the signs separately as you did with the signs in Lesson I; that is, write "Ex" a number of times, then "F" a number of times. Then write "Ex F" over and over, as you did "K um" in the last lesson. Then take "P" and "L" in the same way, after which write these four signs in a group over and over as you wrote "K um N an," (thinking of the sound each time you write the sign):



Then take the four smaller signs in the same way:



Then the eight signs:



Note that

"um" is used also for "com"

"an" for "trans" ("tran")

"F" for "for" ("fore")

Short "i" for "im"

Short "e" for "em" and "ly"

Study these, then write them **from memory** many times, writing the **shorthand** sign and at the same time thinking of the new sound as well as the one you have learned before. **Thus:**

("um, com"
) "an, trans"
 \ "F, for"
) "e, em, ly".
 ("i, im"

Tracing Exercise.

Words in the writing exercise on the opposite page contain all the signs we have so far presented:

(Up) / / / / / / /
 (Down) \ \ \ \ \ \ \

Before beginning to write the exercise, practice tracing the signs of both groups here while you are spelling out the words of the exercise. (Use a dry pen or pointed stick.) For instance, take the first word—"fan". As you pronounce the "f" trace the sign for "f", which, of course, is in the second group—and be sure to trace it **downward**. As you trace the "an", trace (**upward**) the sign for "an"—which you will find in the **up** strokes. This will help you very much, both in learning the signs themselves and in getting well in mind the shape and direction of writing of each sign.

Writing Exercise.

When you have written the following list of words once, read it carefully five times. Then submit to the teacher for correction, after which write each of the corrected words, if there be any, at least twenty-five times. The more thoroughly you master these signs the more readily you will master the next lesson.

(Do not join the signs yet.)

fan	fill	text	rift
pan	filling	next	pump
tin	fell	thicken	pumping
thin	pill	thickening	panic
pin	kill	Nellie	ill
fin	ink	tip	compel
think	lit	nip	fork
thinking	let	fix	fort
rink	letting	fixing	Tim
link	lynx	then	rim
linking	lump	tell	limb
tick	wreck	telling	them
ticking	wrecking	exit	coming
lime	pet	pink	comment
lint	petting	kink	thinly
lent	pen	linen	thickly
pent	pennant	extent	comfort
tent	kin	till	comforting
tenting	ken	pick	company
rent	net	picking	impel
tint	knit	peek	empty
thump	knitting	kept	forthcoming
Nell	rip	left	impelling
thumping	lip	lift	emptying
theft	thick	lifting	

fan (f an)

fort (for t)

thin (th in)

thinly (th in ly)

lent (l en t)

limb (l im)

lynx (l in x)

kingly (king ly)

linen (l in en)

emptying (em t i ing)

comfort (com for t)

forthcoming (for th com ing)

write on paper

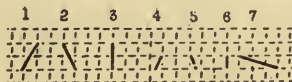
how can

begin

LESSON III.

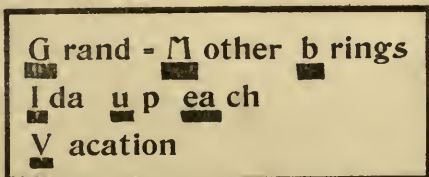
QUIZ.—What is the difference between the signs for “N” and “en”? Where is “en” used? When may quarter-circle signs be written upward? What five soundsigns are used also for certain other sounds? What are the sounds? Name five or more words in which the combination “for” occurs; the same of “com”; “trans”; “em”; “im”; “ly”. Name a word or two in which the first syllable is “tran”, instead of “trans”, in which “an” would be used for “tran”. How may “ing” in the middle of a word, as in Washington, be indicated? What is the difference in shape of the signs for short “i” and “in”? Short “e” and “en”? Short “i” and short “e”? “in” and “en”? (Get them thoroughly in mind.)

There are seven **straight** lines written **downward**:



How wide is each sign? How high? Fix the signs in mind thoroughly before studying the jingle.

Here is the jingle:



Memorize this jingle as you did the others, then associate the underscored letters in the jingle with the signs shown above. **Depend upon Memory.**

After studying the signs in this way till you know them well, practice writing them singly, then in groups, as you did with the last two groups.

Watch carefully the height, width, etc., of each sign. **Accuracy is of the greatest importance.**

Remembering the combination soundsigns "com", "trans", "for", "im", "em", and "ly", (as shown in Lesson II) and noting that

Short "u" is used also for "un",
write the following words, (without joining the signs).

Writing Exercise.

After writing these words, go over them carefully sign by sign, noting the size and shape of each. If you find you have made a mistake, put a circle around it. Read your work carefully five times or more, and submit for correction. Make sure you have everything in correct form, and thoroughly understand the principles involved. Then write each corrected word at least 25 times. You should not take up anything else until you can write these words correctly and easily. Do the same with every lesson.

run	thy	gun	tug
nun	rye	pug	rug
runt	bite	night	peg
fun	biting	nightly	veal
funny	tight	met	vile
pun	tightly	peat	buff
punk	tighten	pet	muff
ton	right	pit	tough
buy	rightly	pity	toughen
buying	might	lye	mit
bun	light	ripe	transmit
bunk	lighten	ripen	pike
bunting	lighting	bit	peal
pie	lightning	beet	real
fie	meet	bet	reap
lie	meeting	big	pile
vie	give	beg	feat
vying	given	bug	fill
tie	giving	begging	file

life	fife	✓key	finely
cup	thigh	vex	item
rough	lug	leg	evenly
roughen	mink	league	combining
write	leave	leaf	forgetting
written	live	wreath	transmitting
reef	lief	fight	cunningly
leak	meat	nut	common
peak	kite	luck	uncommonly
neat	peek	lucky	imbibe
get	mix	luckily	competing
gift	feet	writhe	**yet
tuck	fix	combine	**yell
piling	fit	complete	**yelling
mug	fitly	compete	**young
ban	peel	compile	**yelp
man	rub	form	**yelping
manly	bent	vim	**yank
bank	knife	embank	**Yankee
banking	vent	fine	**yanking ✓

Reading Exercise.



Study paragraphs 8 to 13 of the General Principles.

**See paragraph 6 of the General Principles.

Wordsigns.

The soundsigns are used arbitrarily for certain complete words, and when so used are called "wordsigns".

Wordsigns are used only for these words, or words derived from them. A combination **soundsign** is used for that combination of sounds wherever it occurs. Thus ") " as a **soundsign** for "for" is used for "for" wherever it is found, as in "form", but the same sign as a **wordsign** for "far" is not used for "far" in "farm".

The complete list of wordsigns is given in division VI of the General Principles. Refer to that list for the following wordsigns, which are used in this lesson:

look	to	my
like	go	me
know	must	on



Reading Exercises.

25 each

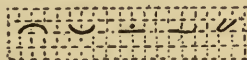
/ / x / / x / / x / / x / /
 ✓ - ✓ x - / / x / / x / / x / /
 - / - - / - - / - - / - - / - -
 / / - ✓ x / / - / - / - / - / -
 / / x - / / x / / x - / / / / x
 - / / - / / x / / / / x - / / / / x
 / - / x / / x / - / / x / / / x

111x, 12-13x, 14-15x, 16-17x
 -18x, 19-20x, 21-22x, 23-24x
 25x, 26-27x, 28-29x, 30-31x
 -32x, 33-34x, 35-36x, 37-38x
 39x, 40-41x, 42-43x, 44-45x
 -46x, 47-48x, 49-50x, 51-52x
 53x, 54-55x, 56-57x, 58-59x
 60x, 61-62x, 63-64x, 65-66x
 -67x, 68-69x, 70-71x, 72-73x
 74x, 75-76x, 77-78x, 79-80x
 -81x, 82-83x, 84-85x, 86-87x
 88x, 89-90x, 91-92x, 93-94x
 -95x, 96-97x, 98-99x, 100-101x
 102x, 103-104x, 105-106x, 107-108x
 -109x, 110-111x, 112-113x, 114-115x
 116x, 117-118x, 119-120x, 121-122x
 -123x, 124-125x, 126-127x, 128-129x
 130x, 131-132x, 133-134x, 135-136x
 -137x, 138-139x, 140-141x, 142-143x
 144x, 145-146x, 147-148x, 149-150x
 -151x, 152-153x, 154-155x, 156-157x
 158x, 159-160x, 161-162x, 163-164x
 -165x, 166-167x, 168-169x, 170-171x
 172x, 173-174x, 175-176x, 177-178x
 -179x, 180-181x, 182-183x, 184-185x
 186x, 187-188x, 189-190x, 191-192x
 -193x, 194-195x, 196-197x, 198-199x
 200x, 201-202x, 203-204x, 205-206x
 -207x, 208-209x, 210-211x, 212-213x
 214x, 215-216x, 217-218x, 219-220x
 -221x, 222-223x, 224-225x, 226-227x
 228x, 229-230x, 231-232x, 233-234x
 -235x, 236-237x, 238-239x, 240-241x
 242x, 243-244x, 245-246x, 247-248x
 -249x, 250-251x, 252-253x, 254-255x
 256x, 257-258x, 259-260x, 261-262x
 -263x, 264-265x, 266-267x, 268-269x
 270x, 271-272x, 273-274x, 275-276x
 -277x, 278-279x, 280-281x, 282-283x
 284x, 285-286x, 287-288x, 289-290x
 -291x, 292-293x, 294-295x, 296-297x
 298x, 299-300x, 301-302x, 303-304x
 -305x, 306-307x, 308-309x, 310-311x
 312x, 313-314x, 315-316x, 317-318x
 -319x, 320-321x, 322-323x, 324-325x
 326x, 327-328x, 329-330x, 331-332x
 -333x, 334-335x, 336-337x, 338-339x
 340x, 341-342x, 343-344x, 345-346x
 -347x, 348-349x, 350-351x, 352-353x
 354x, 355-356x, 357-358x, 359-360x
 -361x, 362-363x, 364-365x, 366-367x
 368x, 369-370x, 371-372x, 373-374x
 -375x, 376-377x, 378-379x, 380-381x
 382x, 383-384x, 385-386x, 387-388x
 -389x, 390-391x, 392-393x, 394-395x
 396x, 397-398x, 399-400x, 401-402x
 -403x, 404-405x, 406-407x, 408-409x
 410x, 411-412x, 413-414x, 415-416x
 -417x, 418-419x, 420-421x, 422-423x
 424x, 425-426x, 427-428x, 429-430x
 -431x, 432-433x, 434-435x, 436-437x
 438x, 439-440x, 441-442x, 443-444x
 -445x, 446-447x, 448-449x, 450-451x
 452x, 453-454x, 455-456x, 457-458x
 -459x, 460-461x, 462-463x, 464-465x
 466x, 467-468x, 469-470x, 471-472x
 -473x, 474-475x, 476-477x, 478-479x
 480x, 481-482x, 483-484x, 485-486x
 -487x, 488-489x, 490-491x, 492-493x
 494x, 495-496x, 497-498x, 499-500x
 -501x, 502-503x, 504-505x, 506-507x
 508x, 509-510x, 511-512x, 513-514x
 -515x, 516-517x, 518-519x, 520-521x
 522x, 523-524x, 525-526x, 527-528x
 -529x, 530-531x, 532-533x, 534-535x
 536x, 537-538x, 539-540x, 541-542x
 -543x, 544-545x, 546-547x, 548-549x
 550x, 551-552x, 553-554x, 555-556x
 -557x, 558-559x, 560-561x, 562-563x
 564x, 565-566x, 567-568x, 569-570x
 -571x, 572-573x, 574-575x, 576-577x
 578x, 579-580x, 581-582x, 583-584x
 -585x, 586-587x, 588-589x, 590-591x
 592x, 593-594x, 595-596x, 597-598x
 -599x, 600-601x, 602-603x, 604-605x
 606x, 607-608x, 609-610x, 611-612x
 -613x, 614-615x, 616-617x, 618-619x
 620x, 621-622x, 623-624x, 625-626x
 -627x, 628-629x, 630-631x, 632-633x
 634x, 635-636x, 637-638x, 639-640x
 -641x, 642-643x, 644-645x, 646-647x
 648x, 649-650x, 651-652x, 653-654x
 -655x, 656-657x, 658-659x, 660-661x
 662x, 663-664x, 665-666x, 667-668x
 -669x, 670-671x, 672-673x, 674-675x
 676x, 677-678x, 679-680x, 681-682x
 -683x, 684-685x, 686-687x, 688-689x
 690x, 691-692x, 693-694x, 695-696x
 -697x, 698-699x, 700-701x, 702-703x
 704x, 705-706x, 707-708x, 709-710x
 -711x, 712-713x, 714-715x, 716-717x
 718x, 719-720x, 721-722x, 723-724x
 -725x, 726-727x, 728-729x, 730-731x
 732x, 733-734x, 735-736x, 737-738x
 -739x, 740-741x, 742-743x, 744-745x
 746x, 747-748x, 749-750x, 751-752x
 -753x, 754-755x, 756-757x, 758-759x
 760x, 761-762x, 763-764x, 765-766x
 -767x, 768-769x, 770-771x, 772-773x
 774x, 775-776x, 777-778x, 779-780x
 -781x, 782-783x, 784-785x, 786-787x
 788x, 789-790x, 791-792x, 793-794x
 -795x, 796-797x, 798-799x, 800-801x
 802x, 803-804x, 805-806x, 807-808x
 -809x, 810-811x, 812-813x, 814-815x
 816x, 817-818x, 819-820x, 821-822x
 -823x, 824-825x, 826-827x, 828-829x
 830x, 831-832x, 833-834x, 835-836x
 -837x, 838-839x, 840-841x, 842-843x
 844x, 845-846x, 847-848x, 849-850x
 -851x, 852-853x, 854-855x, 856-857x
 858x, 859-860x, 861-862x, 863-864x
 -865x, 866-867x, 868-869x, 870-871x
 872x, 873-874x, 875-876x, 877-878x
 -879x, 880-881x, 882-883x, 884-885x
 886x, 887-888x, 889-890x, 891-892x
 -893x, 894-895x, 896-897x, 898-899x
 900x, 901-902x, 903-904x, 905-906x
 -907x, 908-909x, 910-911x, 912-913x
 914x, 915-916x, 917-918x, 919-920x
 -921x, 922-923x, 924-925x, 926-927x
 928x, 929-930x, 931-932x, 933-934x
 -935x, 936-937x, 938-939x, 940-941x
 942x, 943-944x, 945-946x, 947-948x
 -949x, 950-951x, 952-953x, 954-955x
 956x, 957-958x, 959-960x, 961-962x
 -963x, 964-965x, 966-967x, 968-969x
 970x, 971-972x, 973-974x, 975-976x
 -977x, 978-979x, 980-981x, 982-983x
 984x, 985-986x, 987-988x, 989-990x
 -991x, 992-993x, 994-995x, 996-997x
 998x, 999-1000x, 1001-1002x, 1003-1004x
 -1005x, 1006-1007x, 1008-1009x, 1010-1011x
 1012x, 1013-1014x, 1015-1016x, 1017-1018x
 -1019x, 1020-1021x, 1022-1023x, 1024-1025x
 1026x, 1027-1028x, 1029-1030x, 1031-1032x
 -1033x, 1034-1035x, 1036-1037x, 1038-1039x
 1040x, 1041-1042x, 1043-1044x, 1045-1046x
 -1047x, 1048-1049x, 1050-1051x, 1052-1053x
 1054x, 1055-1056x, 1057-1058x, 1059-1060x
 -1061x, 1062-1063x, 1064-1065x, 1066-1067x
 1068x, 1069-1070x, 1071-1072x, 1073-1074x
 -1075x, 1076-1077x, 1078-1079x, 1080-1081x
 1082x, 1083-1084x, 1085-1086x, 1087-1088x
 -1089x, 1090-1091x, 1092-1093x, 1094-1095x
 1096x, 1097-1098x, 1099-1100x, 1101-1102x
 -1103x, 1104-1105x, 1106-1107x, 1108-1109x
 1110x, 1111-1112x, 1113-1114x, 1115-1116x
 -1117x, 1118-1119x, 1120-1121x, 1122-1123x
 1124x, 1125-1126x, 1127-1128x, 1129-1130x
 -1131x, 1132-1133x, 1134-1135x, 1136-1137x
 1138x, 1139-1140x, 1141-1142x, 1143-1144x
 -1145x, 1146-1147x, 1148-1149x, 1150-1151x
 1152x, 1153-1154x, 1155-1156x, 1157-1158x
 -1159x, 1160-1161x, 1162-1163x, 1164-1165x
 1166x, 1167-1168x, 1169-1170x, 1171-1172x
 -1173x, 1174-1175x, 1176-1177x, 1178-1179x
 1180x, 1181-1182x, 1183-1184x, 1185-1186x
 -1187x, 1188-1189x, 1190-1191x, 1192-1193x
 1194x, 1195-1196x, 1197-1198x, 1199-1200x
 -1201x, 1202-1203x, 1204-1205x, 1206-1207x
 1208x, 1209-1210x, 1211-1212x, 1213-1214x
 -1215x, 1216-1217x, 1218-1219x, 1220-1221x
 1222x, 1223-1224x, 1225-1226x, 1227-1228x
 -1229x, 1230-1231x, 1232-1233x, 1234-1235x
 1236x, 1237-1238x, 1239-1240x, 1241-1242x
 -1243x, 1244-1245x, 1246-1247x, 1248-1249x
 1250x, 1251-1252x, 1253-1254x, 1255-1256x
 -1257x, 1258-1259x, 1260-1261x, 1262-1263x
 1264x, 1265-1266x, 1267-1268x, 1269-1270x
 -1271x, 1272-1273x, 1274-1275x, 1276-1277x
 1278x, 1279-1280x, 1281-1282x, 1283-1284x
 -1285x, 1286-1287x, 1288-1289x, 1290-1291x
 1292x, 1293-1294x, 1295-1296x, 1297-1298x
 -1299x, 1300-1301x, 1302-1303x, 1304-1305x
 1306x, 1307-1308x, 1309-1310x, 1311-1312x
 -1313x, 1314-1315x, 1316-1317x, 1318-1319x
 1320x, 1321-1322x, 1323-1324x, 1325-1326x
 -1327x, 1328-1329x, 1330-1331x, 1332-1333x
 1334x, 1335-1336x, 1337-1338x, 1339-1340x
 -1341x, 1342-1343x, 1344-1345x, 1346-1347x
 1348x, 1349-1350x, 1351-1352x, 1353-1354x
 -1355x, 1356-1357x, 1358-1359x, 1360-1361x
 1362x, 1363-1364x, 1365-1366x, 1367-1368x
 -1369x, 1370-1371x, 1372-1373x, 1374-1375x
 1376x, 1377-1378x, 1379-1380x, 1381-1382x
 -1383x, 1384-1385x, 1386-1387x, 1388-1389x
 1390x, 1391-1392x, 1393-1394x, 1395-1396x
 -1397x, 1398-1399x, 1400-1401x, 1402-1403x
 1404x, 1405-1406x, 1407-1408x, 1409-1410x
 -1411x, 1412-1413x, 1414-1415x, 1416-1417x
 1418x, 1419-1420x, 1421-1422x, 1423-1424x
 -1425x, 1426-1427x, 1428-1429x, 1430-1431x
 1432x, 1433-1434x, 1435-1436x, 1437-1438x
 -1439x, 1440-1441x, 1442-1443x, 1444-1445x
 1446x, 1447-1448x, 1449-1450x, 1451-1452x
 -1453x, 1454-1455x, 1456-1457x, 1458-1459x
 1460x, 1461-1462x, 1463-1464x, 1465-1466x
 -1467x, 1468-1469x, 1470-1471x, 1472-1473x
 1474x, 1475-1476x, 1477-1478x, 1479-1480x
 -1481x, 1482-1483x, 1484-1485x, 1486-1487x
 1488x, 1489-1490x, 1491-1492x, 1493-1494x
 -1495x, 1496-1497x, 1498-1499x, 1500-1501x
 1502x, 1503-1504x, 1505-1506x, 1507-1508x
 -1509x, 1510-1511x, 1512-1513x, 1514-1515x
 1516x, 1517-1518x, 1519-1520x, 1521-1522x
 -1523x, 1524-1525x, 1526-1527x, 1528-1529x
 1530x, 1531-1532x, 1533-1534x, 1535-1536x
 -1537x, 1538-1539x, 1540-1541x, 1542-1543x
 1544x, 1545-1546x, 1547-1548x, 1549-1550x
 -1551x, 1552-1553x, 1554-1555x, 1556-1557x
 1558x, 1559-1560x, 1561-1562x, 1563-1564x
 -1565x, 1566-1567x, 1568-1569x, 1570-1571x
 1572x, 1573-1574x, 1575-1576x, 1577-1578x
 -1579x, 1580-1581x, 1582-1583x, 1584-1585x
 1586x, 1587-1588x, 1589-1590x, 1591-1592x
 -1593x, 1594-1595x, 1596-1597x, 1598-1599x
 1600x, 1601-1602x, 1603-1604x, 1605-1606x
 -1607x, 1608-1609x, 1610-1611x, 1612-1613x
 1614x, 1615-1616x, 1617-1618x, 1619-1620x
 -1621x, 1622-1623x, 1624-1625x, 1626-1627x
 1628x, 1629-1630x, 1631-1632x, 1633-1634x
 -1635x, 1636-1637x, 1638-1639x, 1640-1641x
 1642x, 1643-1644x, 1645-1646x, 1647-1648x
 -1649x, 1650-1651x, 1652-1653x, 1654-1655x
 1656x, 1657-1658x, 1659-1660x, 1661-1662x
 -1663x, 1664-1665x, 1666-1667x, 1668-1669x
 1670x, 1671-1672x, 1673-1674x, 1675-1676x
 -1677x, 1678-1679x, 1680-1681x, 1682-1683x
 1684x, 1685-1686x, 1687-1688x, 1689-1690x
 -1691x, 1692-1693x, 1694-1695x, 1696-1697x
 1698x, 1699-1700x, 1701-1702x, 1703-1704x
 -1705x, 1706-1707x, 1708-1709x, 1710-1711x
 1712x, 1713-1714x, 1715-1716x, 1717-1718x
 -1719x, 1720-1721x, 1722-1723x, 1724-1725x
 1726x, 1727-1728x, 1729-1730x, 1731-1732x
 -1733x, 1734-1735x, 1736-1737x, 1738-1739x
 1740x, 1741-1742x, 1743-1744x, 1745-1746x
 -1747x, 1748-1749x, 1750-1751x, 1752-1753x
 1754x, 1755-1756x, 1757-1758x, 1759-1760x
 -1761x, 1762-1763x, 1764-1765x, 1766-1767x
 1768x, 1769-1770x, 1771-1772x, 1773-1774x
 -1775x, 1776-1777x, 1778-1779x, 1780-1781x
 1782x, 1783-1784x, 1785-1786x, 1787-1788x
 -1789x, 1790-1791x, 1792-1793x, 1794-1795x
 1796x, 1797-1798x, 1799-1800x, 1801-1802x
 -1803x, 1804-1805x, 1806-1807x, 1808-1809x
 1810x, 1811-1812x, 1813-1814x, 1815-1816x
 -1817x, 1818-1819x, 1820-1821x, 1822-1823x
 1824x, 1825-1826x, 1827-1828x, 1829-1830x
 -1831x, 1832-1833x, 1834-1835x, 1836-1837x
 1838x, 1839-1840x, 1841-1842x, 1843-1844x
 -1845x, 1846-1847x, 1848-1849x, 1850-1851x
 1852x, 1853-1854x, 1855-1856x, 1857-1858x
 -1859x, 1860-1861x, 1862-1863x, 1864-1865x
 1866x, 1867-1868x, 1869-1870x, 1871-1872x
 -1873x, 1874-1875x, 1876-1877x, 1878-1879x
 1880x, 1881-1882x, 1883-1884x, 1885-1886x
 -1887x, 1888-1889x, 1890-1891x, 1892-1893x
 1894x, 1895-1896x, 1897-1898x, 1899-1900x
 -1901x, 1902-1903x, 1904-1905x, 1906-1907x
 1908x, 1909-1910x, 1911-1912x, 1913-1914x
 -1915x, 1916-1917x, 1918-1919x, 1920-1921x
 1922x, 1923-1924x, 1925-1926x, 1927-1928x
 -1929x, 1930-1931x, 1932-1933x, 1934-1935x
 1936x, 1937-1938x, 1939-1940x, 1941-1942x
 -1943x, 1944-1945x, 1946-1947x, 1948-1949x
 1950x, 1951-1952x, 1953-1954x, 1955-1956x
 -1957x, 1958-1959x, 1960-1961x, 1962-1963x
 1964x, 1965-1966x, 1967-1968x, 1969-1970x
 -1971x, 1972-1973x, 1974-1975x, 1976-1977x
 1978x, 1979-1980x, 1981-1982x, 1983-1984x
 -1985x, 1986-1987x, 1988-1989x, 1990-1991x
 1992x, 1993-1994x, 1995-1996x, 1997-1998x
 -1999x, 2000-2001x, 2002-2003x, 2003-2004x
 2004x, 2005-2006x, 2007-2008x, 2009-2010x
 -2011x, 2012-2013x, 2013-2014x, 2014-2015x
 2015x, 2016-2017x, 2017-2018x, 2018-2019x
 -2019x, 2020-2021x, 2021-2022x, 2022-2023x
 2023x, 2024-2025x, 2025-2026x, 2026-2027x
 -2027x, 2028-2029x

LESSON IV.

QUIZ.—What is the difference in the shape of long “e” and long “i”? What is used for “un”, and where is it so used? How is “y” represented at the beginning of a syllable, as in “yet”? Why? How at the end of a syllable—as in “my” or “Amy”? What is the difference between the sound of “ea” in “each” and that of “e” in “me”? What is the difference between the sound of “o” in “oven” or “other” and that of “u” in “utter”? How is each represented? What is the difference between “on” in “ton” or “onion” and “un” in “run” or “under”? What is the sound of “ean” in “meant”? How may “ing” in “cunningly” be indicated? How would you know whether  is “right” or “write”? (How would you know it from hearing the word spoken?) How would you know the word “bow”—in ordinary print? Why would not the sign  be used in the word “combine”? What is the difference between a soundsign and a wordsign? Write a list (from memory) of the wordsigns given so far. Drill, drill, drill on these wordsigns.

The horizontal strokes:



Notice the width, etc., of these signs, so as to get a good picture of them in mind before learning what each sign stands for.


Then study the jingle:

D o j u s t w h a t w e c h o o s e

Note the underscored letters as before, and depending entirely upon memory, associate them with the signs.



Note that “WH” is simply the combination of W and H.

The dot is H. It is written in the same way a long-

hand dot is made, by simply touching the pencil to the paper. It is written beside and close to the beginning of the next sign: 

The sound of "W" is the same as long "oo". For short "oo" make the sign smaller (-).

D and J may vary in depth, according to convenience of joining in different words.

Do not make an angle at the bottom of the "CH", but round it off, making the two sides parallel and close together:  not 

After studying the signs by means of the jingle, practice writing them singly and in groups as in previous lessons.

Then write the following words (**without joining the signs**), just as you did with each of the groups so far.

Writing Exercise.

After writing the following words, read your work carefully five times or more, as instructed in Lesson III. Then if there be any errors, write each corrected word at least 25 times.

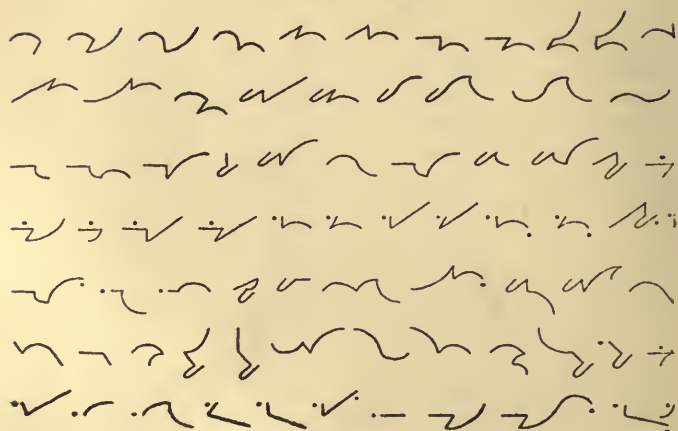
U die	bud	dig	win
dying	reed	ridge	cheek
died	ride	digging	rich
lid	weed	ledge	jumping
lid	egg	bug	tide
deed	edge	budge	chick
dead	week	judging	chicken
did	riding	weekly	check
red	jug	jump	pitch
bed	judge	read	pitching
wing	ford	chum	cheating
rid	dug	chump	kitchen
cud	forge	cheat	pied

Dan	wretch	dumb	**quit
din	wretched	dumping	quick
chin	teaching	dim	quill
wind	dip	Jim	quilt
chip	liege	whim	quiet
wink	fudge	weakling	Quin
chink	chew	richly	queen
winking	dump	widely	quell
why	cheap	wretchedly	tranquil
white	chief	cheaply	type
whiting	lynch	chiefly	even
whiten	peach	hoop	oven
wheat	loop	done	love
when	loom	undone	cunning
who	whip	one	running
whine	room	dunning	beat
winding	tomb	London	beating
kingdom	chewing	lunch	reek
wide	lynching	luncheon	keel
lend	moon	punch	foremen
tend	move	junk	puff
rend	hide	untie	knee
bend	heat	won	writhing
lead	hut	bunch	meant
chill	heed	dimly	rig
reach	hen	impeach	beak
teach	hint	cheeky	pig
leach	high	punching	pick
bench	hum	*muddy	transform
wrench	height	*weedy	forget
Dutch	hump	*ready	foreman
touch	hand	*needy	reading
chide	hub	*tidy	ditch
much	humming	woody	
judged	wedge	ruddy	

*Often it is easier and just as legible to use the long "e" sign for short "i".

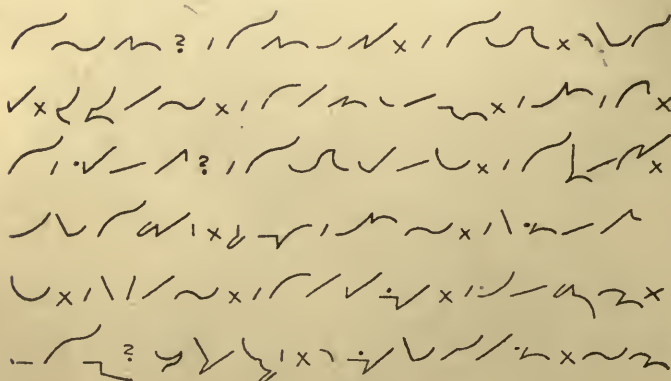
**See paragraph 5 of the General Principles.

Reading Exercises.



Wordsigns.

(Refer to the General Principles.)

do
goodno
upevery
anyby
therewe
with

[illegible]

1. ~ 1 / - 2 ? - 3 4 5 - 6 7 x
 2. 8 9 / - 10 x - 11 12 x - 13 - 14 x
 3. 15 16 / 17 - 18 19 x - 20 21 22 ~ x
 4. - 23 24 - 25 26 - 27 x ~ 28 29 - 30 31
 5. 32 x 33 / - 34 x - 35 / 36 37 x 38 39 /
 6. 40 x - 41 42 43 x 44 45 46 47 x - 48
 7. 49 50 x - 51 - 52 ? 53 / 54 55 x
 8. 56 57 - 58 x 59 60 / - 61 ? 62 / 63 x
 9. 64 65 ~ x 66 - 67 / 68 - 69 x 70 / - 71
 10. / - 72 x 73 74 75 - 76 x - 77 - 78 }
 11. 79 / 80 x - 81 82 - 83 x 84 85 }
 12. - 86 87 x - 88 89 - 90 x - 91 92 -
 13. 93 94 - 95 x 96 97 98 x 99 ~ 100 /
 14. 101 / 102 ? 103 104 / 105 106 x 107 ~
 15. - 108 x 109 110 ~ 111 112 x 113 114 115 x
 16. 116 117 118 119 x 120 - 121 - 122 ?
 17. 123 124 125 126 127 ? 128 ~ 129 130 131 ?

LESSON V.

QUIZ.—What is H? Where is it written in a word? What for short “oo” as in “took”? What is the difference between “w” and “wh”? What sign is used for long “oo” as in “ooze”? What is the sound of “qu”? How represented? Why is not “t” written in “kitchen”, “pitcher”, etc.? How do we indicate “ing” in “kingdom”? How may “thing” be indicated? Write a list of all the wordsigns you have learned so far.

First study paragraph 15 of the General Principles.

Any soundsign but a dot may be shaded.

Carefully avoid the habit of losing time by going over the stroke more than once to make it heavier,—shade it as you go.

Writing Exercise.

Write the following exercises without joining the signs, but shading each sign just preceding the “er”.

(In a few of the following words, the sounds that are to be combined with “er” by shading are in **black faced** type.)

After writing these words, read your work carefully five times or more, as instructed in Lesson III. Then if there be any errors, write each corrected word at least 25 times.

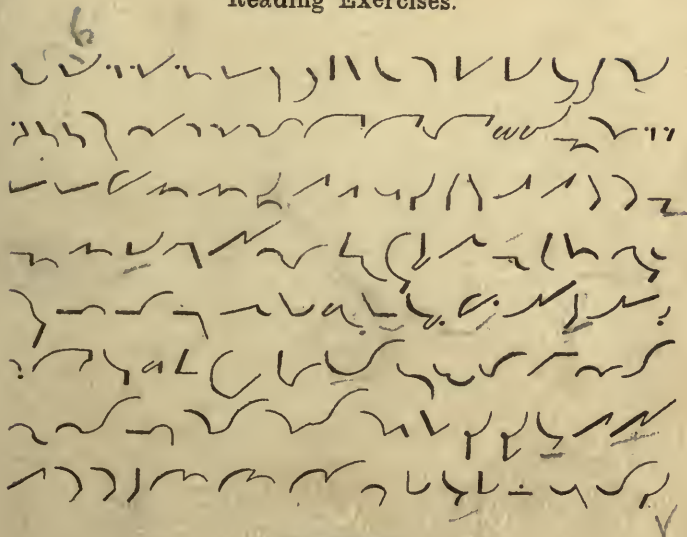
burr	pearl	error	queer
myrrh	curt	verb	(kweer)
fur	girl	verge	quire
cur	fern	brink	inquiry
Bert	furl	prank	query
bird	firm	infer	verging
burn	dirt	incur	inferring
curb	err	injure	jerk
curl	murmur	creak	chirp

former	hear	thinner	empire
formerly	tire	utter	drily
further	turning	other	under
forgery	grinning	grew	wonder
girt	exerting	group	*forerank
germ	perjury	perch	*forerunner
jerking	mire	birch	timber
Turk	mere	brick	limber
turn	fire	preach	trimming
here	fear	expire	wondering
turf	rumor	tinner	cheering
work	Frank	treating	**urn
worm	dear	drinking	**earn
worth	yearn	perching	**early
purge	brand	umpire	**earning
tree	French	banner	**earth
true	brook	moor	**earned
drum	crank	pepper	**her
grin	treat	Franklin	**hurt
murder	try	anger	**heard
injuring	dread	transfer	**herb
anchor	drink	transpire	urge
from	drank	brim	urged
crook	cheer	grim	urgent
exert	were	trim	urban
tremor	wire	mirror	hurl
churn	we're	prim	hurling
church	weird	primer	urging
either	finger	imprint	earl
higher	bridge	ember	urgently
eater	greed	temper	hurled
wider	learn	emery	
truly	crib	emigrant	

*In words like these, "R" is not in the same syllable with the preceding sign, so would not be indicated by shading.

**In words like these, shade the vowel preceding the "R", using the short "u" sign for the vowel.

Reading Exercises.



Wordsigns.

Refer to the wordsign list for:

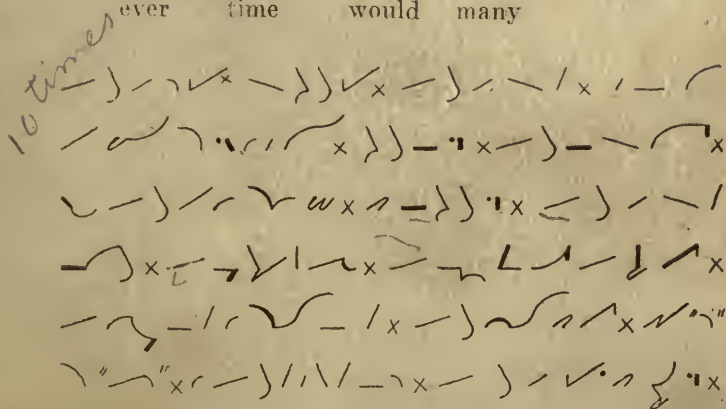
quite
ever

very
time

if
would

their
many

among



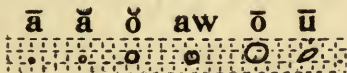
write in longhand

Handwritten musical notation on a single staff, featuring various rhythmic values (e.g., eighth, sixteenth, and thirty-second notes), rests, and bar lines. The notation is dense and appears to be a single melodic line.

LESSON VI.

QUIZ.—When can “er” be indicated by shading? What sign is shaded? Is any extra stroke required to shade a sign? What sign is shaded in “earn”? “yearn”? In “Earl”? In “lawyer”? In “primer”? In “inner”? In “cashier”? Why is not “ch” shaded in “anchor”? Why is not used as the first sign in “urge”? What is the first sound,—anything before the “r”? What soundsign is never shaded? Write from memory a list of the wordsigns so far presented.

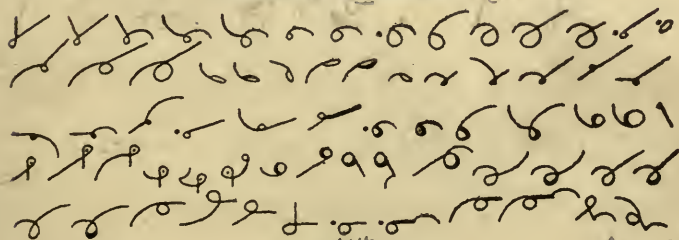
There are six circles, counting the dot, which, when joined, is written with a circular motion exactly the same as the other circles, but so small as to close it into a dot.



(These are the vowel sounds of “Kate”, “cat”, “cot”, “caught”, “coat”, “cute”.)

CAREFULLY NOTE THE RELATIVE SIZES.

Memorize these by reading them **BY THEIR SOUNDS**, over and over.

Reading Exercises.**Wordsigns.**

at	has	of	known	been
as	have	all	most	gone

The sound-combination “ane”, as in “cane”, “vain”, etc., is represented by the short “a” sign.

1\). J. J. x o \ / - \ x \ . | / o \ x \ . |
/ / n . r . . \ x \ J . J. x o \ . J x \
p . r . J x \ J . J. x o \ /
o o r x \ J n . r . n x o \ r -
" . - - - - " / - - - - " / x
1 . / - - - - . | x o \ o \ o \ ? o \
n \ ? o \ - - - - ? . | . | x \ /
 . J p x - . | . / x \ J . o \ . r . |
r \ x - o \ / r x o \ r - "H" J
 . n - " . " x \ J - J \ ? \ ,
r . J / ? - . / r \ . | x - \ /
r x \ J - r x \ . n . r - o x - .
/ o J \ . J o J x \ . r \ - 9 x \
1 \ 9 J x - 2 r \ r - p x \ 9 \
e - 9 x \ o - \ . J e - 9 x - \
e - e x - 9 e - - - - / - - - - r x
" . . r - - - - " / 1 - - - - " "

here

-e: d. p x d. z x d - s x d /
 l i o / x d / n h x o - o -) n ? -
 - s o n / - s x "to" - "be" / 1 h
 - e x "have" - "been" / q x -) q - s x
 - / - / - / x - / q - / x - o
 q - / o - i x q - / x - o o l ?
 - h . / x - / . / o / x +
 h x + - s x + - / x + / x)
 o o / x o l . - z x o - o
 . - z x ? o o / o . h x
 - / q x - z x - / - / - /
 o x - / . o / - / x - /
 / - - x - / - / x
 / - / o / x - / - / - /
 x - / o - / - x / / - / .
 x / / / - x / - / / x
 / o -) . / x - / / / x - / . ?

.e ~ o / o / l / u ? ~ o . i - / o / l - / o
 u ? . o . o / g / i - / o . - / u x e n o /
 - / o / l ? ~ o . i / v - / d / v x e l / e
 - / d x e l ~ o n / d / n ? -- o / l /
 u / r - / o / l / g x o / o / l - / g ? o
 v o / o / n o / l ? - / o / l - / g x ~ o o /
 g ? ~ o / l / { ? ~ o / l / x o o - / } - /
 l / x / l / l . o . l / o . l / x - / z / o - / l /
 o o . o x "of" - "the" / l / e x / e / l /
 l . o / g x . l / l / e l / x / l / n - o
 g ? o . . o / l / o x o / l - / o x o / o
 - / l / l - / l / x e l . o o e o x l /
 o - / l / x o / o / o . l / n a . l / x / e
 l . o / a l / x / d / l / - / l / x o l / l / d
 o - . l / x / l - / l / o / o / x - / l /
 o - / l / x o o / l / l / l ? l . o o o / o / l / x
 o o o / o / l . o o x o o o . l / l / o x / l / x

}-)-.~.~.~x~o~v/6/
 6-~?~o~v/6/1.-~q/
 6?-~//~//~//~x--~/
 ~-~x~//~xq.-~v.
 ~x~//~.~x~o~v/6/
 o~k?~o~v/6/2.~x~v.
 6o.~x~-~x-~x-~x~
 .19.-~x-~x~x-~x/6/
 ~-~x~o~v//~//~?~.~o~x~.
 ~-~x~x~x~x~x~x~x
 -11/-~//~x~.~o~
 6x~x/6/6.~o-~x~x~
 ~o~x~x~x~x~x~x~x
 ~x~x~x~x~x~x~x
 ~x~x~x~x~x~x~x
 ~x~x~x~x~x~x~x

Practice a great deal on the six circles, one after the other, thus:



This practice will give you better training as to proportionate sizes than you will get by practice on the signs one at a time.

Be sure to think of the sound as you write each circle.

In writing the dot, when standing alone, be sure to do just as in dotting a longhand "i"—by merely touching the pencil to the paper. Be careful to make a, o, aw, and o round—do not flatten them.

Writing Exercise.

After writing the following words, read your work carefully five times or more, as instructed in Lesson III. If there be any errors, write each corrected word at least 25 times.

(Do not join the signs yet.)

Kate	due	yard	pure
cat	during	yarn	Poe
cot	boy	hod	pour
caught	joy	hard	poured
coat	Roy	hoed	yea
cute	folly	hoard	yale
few	jolly	hack	mad
fewer	mute	bow	madly
hue	Amy	bower	pa
cue	army	cow	par
cure	dot	cower	part
had	dart	bath	party
hoe	yellow	bother	jar
how	yacht	pew	hold

mode	roared	York	bard
barn	wrong	wake	farm
pock	path	bake	char
bark	catch	add	chart
code	comb	adding	charter
dock	mowed	wading	hail
dark	hath	now	hare
darken	hair	vow	pound
Paul	hop	wad	(p-o-un-d)
fail	harp	ward	compound
holding	both	award	bound
wrought	wrath	occur	round
oak	rather	allow	mound
yawning	jockey	beau	ground
failing	rock	bough	found
hawk	feud	hark	founder
hat	ate	hearth	roundly
ought	aid	ardor	noun
art	hot	abode	gown
Arthur	heart	aboard	down
faith	heartly	wail	town
gave	hale	hardly	brown
lad	arm	chaff	frown
bought	harm	fuel	frowning
fought	tower	horn	cane
taught	whole	lock	Dane
tot	Hugh	lark	vain
rod	huge	organ	vainly
lawyer	made	organic	chain
hog	toad	order	pain
toe	toward	combat	lane
translate	wait	comrade	embody
wade	roar	half	gourd
waiting	tart	Jack	Jane
image	attain	new	main
imagine	crane	drain	maintain
newer	road	goad	formulate
feign	wane	foretop	park
body	yoke	gravely	

chaining	emphatic	*narrow	darn
change	forethought	*tyro	pal
brain	emigrate	*Cairo	apparel
rain	embark	*Koran	apparent
range	empower	*Nora	gnaw
train	obtain	*forum	nor
gain	*arrange	*quorum	north
grain	attaining	George	*Cora
mainly	gaining	wan	*Dora
waning	quart	warn	*quarry
badly	quack	warm	*quarrel
daily	quaint	Don	

*The "R" is not in the same syllable with the preceding sign, and so is **written**,—not indicated by shading.

LESSON VII.

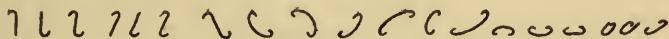
QUIZ.—How is “ane” as in “lane” represented? “ain” as in “pain”? What is the sign for “aw” in “awful”? “a” in “all”? How is a dot written alone? How joined? When is a dot shaded? What is long “u” when shaded? Long “o”? Short “o”? “aw”? Why can not be used for “ar” as in “barn”? What is “ar”? What is shaded to make “ar”? How big is it? Why is not “B” shaded for “bar” in “embark”? What is the difference in sound between “oun” in “found” and “own” in “down”? Write from memory all the wordsigns so far given. What is the wordsign for “of”? Is “off” a wordsign? What is phrasing? What phrases have you had so far? Tell what you have learned about phrasing from paragraph (t), page 15 and paragraph 25, of the General Principles.

Half Circles.

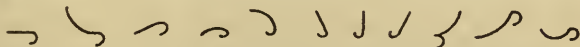
S S S Sh



“S” is a small half circle, always joined in the easiest way, which generally gives it the form of a hook, and as such it assumes different forms in different combinations thus:



“Sh” also is a small half circle, but it is always written with a **DOWNWARD** and **LEFTWARD** motion;



Study paragraph 7 of the General Principles.

For convenience we shall refer to the different forms of "S" in the order shown above, as "first S", (\cap), "second S" (\cup), and "third S", (\subset).

Third "S" is used for the sound-combination "so".

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120
 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140
 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160
 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180
 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200
 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220
 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240
 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260
 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280
 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300
 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320
 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340
 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360
 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380
 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400
 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420
 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440
 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460
 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480
 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500
 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520
 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540
 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560
 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580
 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600
 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620
 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640
 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660
 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680
 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700
 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720
 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740
 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760
 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780
 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800
 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820
 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840
 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860
 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880
 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900
 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920
 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940
 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960
 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980
 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000
 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020
 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040
 1041 1042 1043 1044 1045 1046 1047 1048 1049 1050 1051 1052 1053 1054 1055 1056 1057 1058 1059 1060
 1061 1062 1063 1064 1065 1066 1067 1068 1069 1070 1071 1072 1073 1074 1075 1076 1077 1078 1079 1080
 1081 1082 1083 1084 1085 1086 1087 1088 1089 1090 1091 1092 1093 1094 1095 1096 1097 1098 1099 1100
 1101 1102 1103 1104 1105 1106 1107 1108 1109 1110 1111 1112 1113 1114 1115 1116 1117 1118 1119 1120
 1121 1122 1123 1124 1125 1126 1127 1128 1129 1130 1131 1132 1133 1134 1135 1136 1137 1138 1139 1140
 1141 1142 1143 1144 1145 1146 1147 1148 1149 1150 1151 1152 1153 1154 1155 1156 1157 1158 1159 1160
 1161 1162 1163 1164 1165 1166 1167 1168 1169 1170 1171 1172 1173 1174 1175 1176 1177 1178 1179 1180
 1181 1182 1183 1184 1185 1186 1187 1188 1189 1190 1191 1192 1193 1194 1195 1196 1197 1198 1199 1200
 1201 1202 1203 1204 1205 1206 1207 1208 1209 1210 1211 1212 1213 1214 1215 1216 1217 1218 1219 1220
 1221 1222 1223 1224 1225 1226 1227 1228 1229 1230 1231 1232 1233 1234 1235 1236 1237 1238 1239 1240
 1241 1242 1243 1244 1245 1246 1247 1248 1249 1250 1251 1252 1253 1254 1255 1256 1257 1258 1259 1260
 1261 1262 1263 1264 1265 1266 1267 1268 1269 1270 1271 1272 1273 1274 1275 1276 1277 1278 1279 1280
 1281 1282 1283 1284 1285 1286 1287 1288 1289 1290 1291 1292 1293 1294 1295 1296 1297 1298 1299 1300
 1301 1302 1303 1304 1305 1306 1307 1308 1309 1310 1311 1312 1313 1314 1315 1316 1317 1318 1319 1320
 1321 1322 1323 1324 1325 1326 1327 1328 1329 1330 1331 1332 1333 1334 1335 1336 1337 1338 1339 1340
 1341 1342 1343 1344 1345 1346 1347 1348 1349 1350 1351 1352 1353 1354 1355 1356 1357 1358 1359 1360
 1361 1362 1363 1364 1365 1366 1367 1368 1369 1370 1371 1372 1373 1374 1375 1376 1377 1378 1379 1380
 1381 1382 1383 1384 1385 1386 1387 1388 1389 1390 1391 1392 1393 1394 1395 1396 1397 1398 1399 1400
 1401 1402 1403 1404 1405 1406 1407 1408 1409 1410 1411 1412 1413 1414 1415 1416 1417 1418 1419 1420
 1421 1422 1423 1424 1425 1426 1427 1428 1429 1430 1431 1432 1433 1434 1435 1436 1437 1438 1439 1440
 1441 1442 1443 1444 1445 1446 1447 1448 1449 1450 1451 1452 1453 1454 1455 1456 1457 1458 1459 1460
 1461 1462 1463 1464 1465 1466 1467 1468 1469 1470 1471 1472 1473 1474 1475 1476 1477 1478 1479 1480
 1481 1482 1483 1484 1485 1486 1487 1488 1489 1490 1491 1492 1493 1494 1495 1496 1497 1498 1499 1500
 1501 1502 1503 1504 1505 1506 1507 1508 1509 1510 1511 1512 1513 1514 1515 1516 1517 1518 1519 1520
 1521 1522 1523 1524 1525 1526 1527 1528 1529 1530 1531 1532 1533 1534 1535 1536 1537 1538 1539 1540
 1541 1542 1543 1544 1545 1546 1547 1548 1549 1550 1551 1552 1553 1554 1555 1556 1557 1558 1559 1560
 1561 1562 1563 1564 1565 1566 1567 1568 1569 1570 1571 1572 1573 1574 1575 1576 1577 1578 1579 1580
 1581 1582 1583 1584 1585 1586 1587 1588 1589 1590 1591 1592 1593 1594 1595 1596 1597 1598 1599 1600
 1601 1602 1603 1604 1605 1606 1607 1608 1609 1610 1611 1612 1613 1614 1615 1616 1617 1618 1619 1620
 1621 1622 1623 1624 1625 1626 1627 1628 1629 1630 1631 1632 1633 1634 1635 1636 1637 1638 1639 1640
 1641 1642 1643 1644 1645 1646 1647 1648 1649 1650 1651 1652 1653 1654 1655 1656 1657 1658 1659 1660
 1661 1662 1663 1664 1665 1666 1667 1668 1669 1670 1671 1672 1673 1674 1675 1676 1677 1678 1679 1680
 1681 1682 1683 1684 1685 1686 1687 1688 1689 1690 1691 1692 1693 1694 1695 1696 1697 1698 1699 1700
 1701 1702 1703 1704 1705 1706 1707 1708 1709 1710 1711 1712 1713 1714 1715 1716 1717 1718 1719 1720
 1721 1722 1723 1724 1725 1726 1727 1728 1729 1730 1731 1732 1733 1734 1735 1736 1737 1738 1739 1740
 1741 1742 1743 1744 1745 1746 1747 1748 1749 1750 1751 1752 1753 1754 1755 1756 1757 1758 1759 1760
 1761 1762 1763 1764 1765 1766 1767 1768 1769 1770 1771 1772 1773 1774 1775 1776 1777 1778 1779 1780
 1781 1782 1783 1784 1785 1786 1787 1788 1789 1790 1791 1792 1793 1794 1795 1796 1797 1798 1799 1800
 1801 1802 1803 1804 1805 1806 1807 1808 1809 1810 1811 1812 1813 1814 1815 1816 1817 1818 1819 1820
 1821 1822 1823 1824 1825 1826 1827 1828 1829 1830 1831 1832 1833 1834 1835 1836 1837 1838 1839 1840
 1841 1842 1843 1844 1845 1846 1847 1848 1849 1850 1851 1852 1853 1854 1855 1856 1857 1858 1859 1860
 1861 1862 1863 1864 1865 1866 1867 1868 1869 1870 1871 1872 1873 1874 1875 1876 1877 1878 1879 1880
 1881 1882 1883 1884 1885 1886 1887 1888 1889 1890 1891 1892 1893 1894 1895 1896 1897 1898 1899 1900
 1901 1902 1903 1904 1905 1906 1907 1908 1909 1910 1911 1912 1913 1914 1915 1916 1917 1918 1919 1920
 1921 1922 1923 1924 1925 1926 1927 1928 1929 1930 1931 1932 1933 1934 1935 1936 1937 1938 1939 1940
 1941 1942 1943 1944 1945 1946 1947 1948 1949 1950 1951 1952 1953 1954 1955 1956 1957 1958 1959 1960
 1961 1962 1963 1964 1965 1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980
 1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000
 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040
 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060
 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080
 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100
 2101 2102 2103 2104 2105 2106 2107 2108 2109 2110 2111 2112 2113 2114 2115 2116 2117 2118 2119 2120
 2121 2122 2123 2124 2125 2126 2127 2128 2129 2130 2131 2132 2133 2134 2135 2136 2137 2138 2139 2140
 2141 2142 2143 2144 2145 2146 2147 2148 2149 2150 2151 2152 2153 2154 2155 2156 2157 2158 2159 2160
 2161 2162 2163 2164 2165 2166 2167 2168 2169 2170 2171 2172 2173 2174 2175 2176 2177 2178 2179 2180
 2181 2182 2183 2184 2185 2186 2187 2188 2189 2190 2191 2192 2193 2194 2195 2196 2197 2198 2199 2200
 2201 2202 2203 2204 2205 2206 2207 2208 2209 2210 2211 2212 2213 2214 2215 2216 2217 2218 2219 2220
 2221 2222 2223 2224 2225 2226 2227 2228 2229 2230 2231 2232 2233 2234 2235 2236 2237 2238 2239 2240
 2241 2242 2243 2244 2245 2246 2247 2248 2249 2250 2251 2252 2253 2254 2255 2256 2257 2258 2259 2260
 2261 2262 2263 2264 2265 2266 2267 2268 2269 2270 2271 2272 2273 2274 2275 2276 2277 2278 2279 2280
 2281 2282 2283 2284 2285 2286 2287 2288 2289 2290 2291 2292 2293 2294 2295 2296 2297 2298 2299 2300
 2301 2302 2303 2304 2305 2306 2307 2308 2309 2310 2311 2312 2313 2314 2315 2316 2317 2318 2319 2320
 2321 2322 2323 2324 2325 2326 2327 2328 2329 2330 2331 2332 2333 2334 2335 2336 2337 2338 2339 2340
 2341 2342 2343 2344 2345 2346 2347 2348 2349 2350 2351 2352 2353 2354 2355 2356 2357 2358 2359 2360
 2361 2362 2363 2364 2365 2366 2367 2368 2369 2370 2371 2372 2373 2374 2375 2376 2377 2378 2379 2380
 2381 2382 2383 2384 2385 2386 2387 2388 2389 2390 2391 2392 2393 2394 2395 2396 2397 2398 2399 2400
 2401 2402 2403 2404 2405 2406 2407 2408 2409 2410 2411 2412 2413 2414 2415 2416 2417 2418 2419 2420
 2421 2422 2423 2424 2425 2426 2427 2428 2429 2430 2431 2432 2433 2434 2435 2436 2437 2438 2439 2440
 2441 2442 2443 2444 2445 2446 2447 2448 2449 2450 2451 2452 2453 2454 2455 2456 2457 2458 2459 2460
 2461 2462 2463 2464 2465 2466 2467 2468 2469 2470 2471 2472 2473 2474 2475 2476 2477 2478 2479 2480
 2481 2482 2483 2484 2485 2486 2487 2488 2489 2490 2491 2492 2493 2494 2495 2496 2497 2498 2499 2500
 2501 2502 2503 2504 2505 2506 2507 2508 2509 2510 2511 2512 2513 2514 2515 2516 2517 2518 2519 2520
 2521 2522 2523 2524 2525 2526 2527 2528 2529 2530 2531 2532 2533 2534 2535 2536 2537 2538 2539 2540
 2541 2542 2543 2544 2545 2546 2547 2548 2549 2550 2551 2552 2553 2554 2555 2556 2557 2558 2559 2560
 2561 2562 2563 2564 2565 2566 2567 2568 2569 2570 2571 2572 2573 2574 2575

1. 9 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120
 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140
 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160
 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180
 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200
 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220
 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240
 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260
 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280
 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300
 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320
 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340
 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360
 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380
 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400
 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420
 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440
 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460
 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480
 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500
 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520
 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540
 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560
 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580
 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600
 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620
 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640
 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660
 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680
 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700
 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720
 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740
 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760
 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780
 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800
 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820
 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840
 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860
 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880
 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900
 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920
 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940
 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960
 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980
 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

Writing Exercise.

Except for "so", use the first S in the following exercises.

After writing the following words, read your work carefully five times or more, as instructed in Lesson III. Then if there be any errors, write each corrected word at least 25 times.

(Do not join the signs yet.)

see	seizing	swing	case
seer	tease	swinging	cats
seem	hides	sneers	digs
seen	heeds	oats	seeds
seek	prize	verges	fees
sees	sprig	Hughes	notes
sigh	ease	sack	hustle
sire	verbs	mice	dates
size	hods	cheers	sale
side	hacks	chess	days
cider	hose	eaters	verse
sin	house	nice	sun
shin	hogs	niece	sunk
sing	shy	nicely	sunder
singing	sad	shun	sunburn
sinking	sadly	wish	Sunday
seeking	she	rugs	sober
seize	cheese	seed	soberly
sling	shoe	cedars	sewed
heeds	such	sod	soak
ship	sight	sawed	soap
sheep	unsightly	cypher	soar
sheet	insight	rise	sole
sink	mush	terse	sold
sheaf	piece	wishing	soldier
lies	seats	pugs	solo
ties	sheik	safe	soda
tries	pies	tersely	slain
rush	spire	sap	Spain

so-so	compass	fates	sham
soapy	shrew	seat	sharp
solar	sulphur	deceit	eompose
sound	cots	perverse	compress
sweetly	hoes	churns	compassion
slowly	lease	purse	commerce
force	shale	gears	transpose
sewing	turns	push	transposal
soaking	purges	bush	impose
skimming	dries	sup	transgress
spring	ears	express	transgression
shove	sign	curse	transmission
coats	design	waits	transaction
trice	cheats	wakes	foresee
grease	shriek	spurs	foreseen
eries	surge	squawk	foresight
fish	serf	squash	skim
*fichu	vice	squeal	slim
*tissue	shade	squeeze	whimsy
shape	side	sort	embraee
rose	beside	endorse	empress
quires	inside	horse	emprise
dish	decide	harsh	silently
homes	jeers	parse	composing
squirm	cities	Morse	comprising
squirrel	yes	sauce	sundering
crease	yells	saucer	sane
increase	spear	farce	insane
knees	squire	south	insanely
wires	boats	song	

*Long "oo" rather than long "u".

LESSON VIII.

QUIZ.—What two things are always true of “sh”? How are “z” and “zh” written? (See paragraph 7.) When is “sh” written upward? What is the soundsign for “so”? For what words are half circles used as wordsigns? In words like “singer”, “wringer”, etc., how is the “ing” indicated? Which form of “s” is similar in shape to “D”? “J”? Write from memory all the wordsigns so far presented.

Study paragraphs 16 and 17.

No sign may be enlarged which would, if enlarged, be exactly like another soundsign. Thus, long “e” enlarged would be like “B” and so may not be lengthened; “Ch” and long “u” may be lengthened, because when enlarged they are not like any other soundsigns.

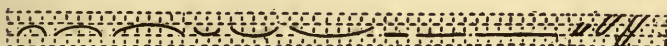
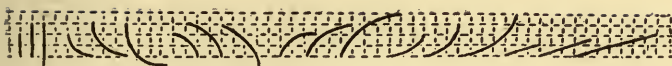
The “T” length of a **down** stroke rests on the base line, but begins one space higher than the normal length, in order to give it the added size.

The “L” length of a **down** stroke begins at the same height as the “T” length, but runs down through the line in order to give it the increased length. This makes one space difference between each two sizes.

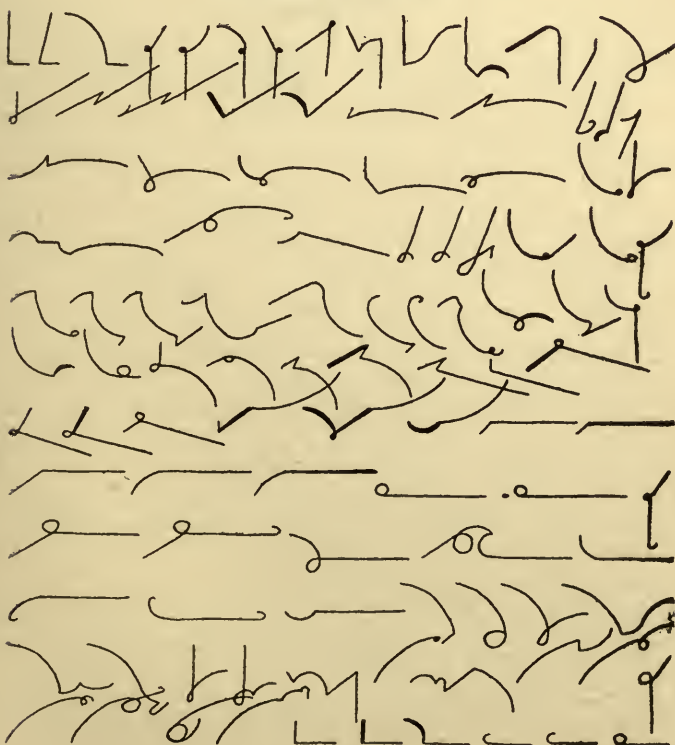
Up-strokes, all sizes, **begin** on the base line.

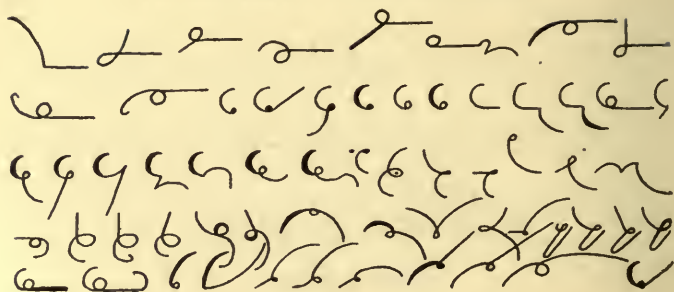
There should be more difference in the sizes of the horizontal strokes than is necessary with up and down strokes, as there is a greater tendency to unduly lengthen them in rapid writing. It is, however, necessary to make only enough difference in the various sizes to enable them to be readily distinguished.

Before commencing to practice on these exercises, study the different sizes of the various signs, as illustrated in the following examples.



Reading Exercise.





Wordsigns.

not

knowledge

close

it

it would

it will

great

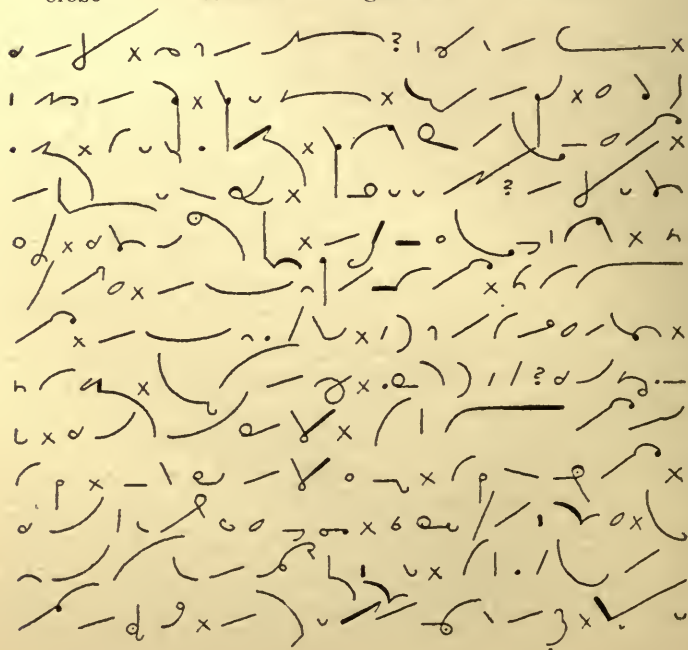
glad

general

short

shall

to the



e e x o \ / ~ ~ .) x o d / o ~ x ~ (/
 / ~ ~ ~ ~ ? o d (/ ~ ~ x ~ d / d /
 96 x (/ ~ ~ . (x /) / - o / x h /
 / ~ ~ x ~ ~ ~ ~ x / d 6 . 9 / x x
 / ~ ~ 6 x ~ ~ . / 6 x (/ ~ ~ x ~ . o ~
 - / x - / ~ ~ e 6 x ~ ~ ? / - / ~ ~
 ~ ? / ~ ~ . - / ~ ~ x / ~ ~ - 6 x ~
 (6 x - / ~ ~ x - ~ ~ - . o x / ~
 - ~ ~ x - ~ ~ ~ ~ x e - / ~
 - ~ ~ ? / ~ ~ ~ ~ ~ ~ ? e /
 / . / ? - e / / - e e d x
 - / ~ ~ - e x - e /) - / ?
 - / ~ ~ - e e x - (/ - / / y x ~ y
 . e . ~ ? ~ / . / ~ -) - / ? e) - o
 / ~ ~ x - / ~ ~ x ~ ~ ~ ~ ?
 / ~ ~ x h .) 6 x ~ 6 / x ~ 6
 ~ / x / ~ ~ - ~ ? ~ ~ ~ ~ x d / e
 / ~ ~ x ~ ~ ~ ~ ~ ? h . ~ ~ x

Writing Exercise.

After writing the following words, read your work carefully five times or more, as instructed in Lesson III. Then if there be any errors, write each corrected word at least 25 times. (Do not join the signs.)

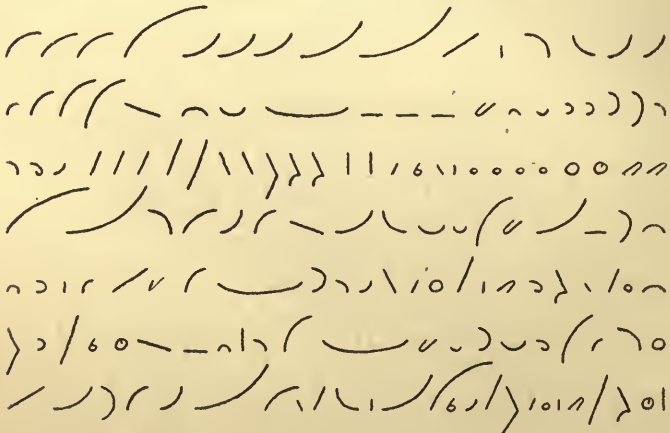
blew	ply	class	midst
blow	plight	clean	total
blink	plot	clod	local
blank	play	clinch	battle
blot	flurry	tingling	bottle
blown	plead	glancing	fatal
bloom	rifling	clock	cattle
table	pleading	clog	Myrtle
Bible	apple	cloak	fertile
Mabel	plan	clothe	eternal
rumble	plum	clap	external
fumble	plumcake	clerk	extra
blur	plump	clime	rule
blurred	maple	client	tool
blurt	rumple	clove	fool
stable	plank	clover	towel
stumble	glow	clear	owl
crumble	gloom	clearness	cruel
gobble	glaze	clinch	idle
tumble	gloss	clothing	needles
blade	eagle	cleaning	*needless
fly	glowing	circle	stake
flew	glee	sprinkle	strap
flat	tingle	crinkle	streak
flake	bangle	clash	stop
rifle	mangle	rattle	candle
baffle	glum	staple	kindle
raffle	hugle	stride	swindle
trifle	glance	steam	brindle
finch	clay	state	model

*The "L" is not in the same syllable with the "D", and so the "D" is not enlarged, as it is in "needles".

coddle	winked	fast	dust	formally
delay	yanked	past	nest	cute
saddle	linked	blast	coast	acute
satchel	banked	post	world	actual
marshal	worked	list	furled	actually
journal	raft	boots	turned	uncomfort-
fact	shaft	rout	clearly	able
waked	marched	out	temple	star
stifle	boot	trout	simplify	start
stove	root	stout	brimful	store
boast	toot	spout	formal	storm
stone	tutor	helped	symbolize	shout
rivals	shoot	stew	shift	stars
stale	east	stay	sift	study
lapsed	suit	stool	facts	sturdy

Review Drill on Wordsigns.

Practice reading the following until you can read the entire exercise easily and correctly in a minute. In the first three lines the list is given as in Section VI of the General Principles, a sign for each word. After that, read for each sign all the words for that sign. Thus, for "K" read "look, quite, like"; etc.



LESSON IX.

QUIZ.—How and when may “T” and “L” be indicated instead of written? Which is larger—the “L” length or the “T” length? May short “e” be enlarged? Why not? “CH”? Why? First “S”? Second “S”? Why not? Third “S”? Why? How much difference should there be in the various sizes? Write from memory all the wordsigns so far given.

pro (por) **con** (coun) **col** (qual) **cõr** (côr)

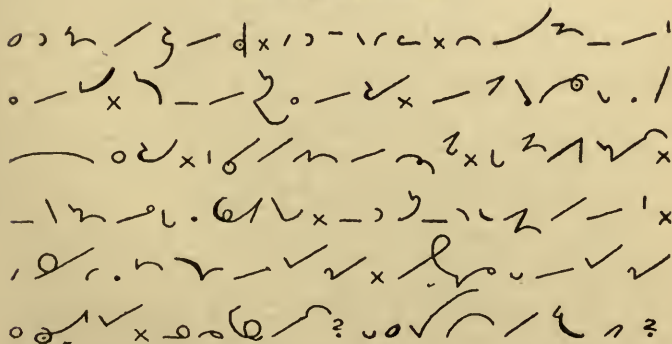
Study these signs intently, to get the forms thoroughly in mind.

These four combination soundsigns are like the dot of the longhand "i" and the cross on the longhand "t" in that they are never written on the base line.

They are joined when convenient,—providing the outline is legible.

They may be shaded and lengthened, the same as other signs.

Reading Exercises.



Handwritten musical notation on a single staff, featuring various rhythmic values (e.g., eighth, sixteenth, and thirty-second notes), rests, and bar lines. The notation is dense and appears to be a single melodic line.

Writing Exercise.

After writing the following words, read your work carefully five times or more, as instructed in Lesson III. Then, if there be any errors, write each corrected word at least 25 times. (Be sure to keep the four new signs above the base line.)

(Do not join the signs yet.)

proceed	concrete	collect
concede	prosper	collects
profess	prostrate	correct
confess	consider	conjure
profuse	conspire	confident
confuse	conference	portrait
produce	confide	condemn
conduce	convene	proposal
protract	provide	prorate
contract	prophecy	cartoon
profound	condense	accord
confound	proceeding	corrects
progress	progressing	collide
congress	condensing	considering
proffer	portray	conspiring
confer	promote	accounting
province	pronoun	encountering
convince	pronounce	collecting
prove	prohibit	collision
proof	portion	collapse
prudent	*count	collate
prudence	account	car
prudently	counter	card
counsel	encounter	course
consent	column	cork
proverb	colony	corn
process	collar	cornet
equally	scholar	Carl

*As the "t" is in the same syllable with "coun," lengthen "coun" to add "t".

carp	carbon	**improve
carpenter	prophecy	**improper
port	accountant	improperly
report	colonnade	impropriety
porter	propound	**important
reporter	context	improvision
transport	concave	**imprudent
transports	convex	***inconcrete
connect	converse	***inconstant
protect	propel	inconsistent
propose	collapsible	inconvertible
contrite	cardinal	inconsiderate
contradict	Cornell	inconvenient
controversy	**improvise	progressiveness
corroborate	improvided	

**“Im” in the “pro” position (above the line) will suggest “impro” (“impor”).

***“In” in the “con” position will suggest “incon”.

LESSON X.

QUIZ.—What four signs are always written above the line? When are these joined? Would “cor” be joined to “B”? “Pro” to “G”? Why not? May these signs be shaded to add “er” or lengthened to add “t”? How may “impro” be represented with one sign? “Incon”? Is “pro” in “prove” written the same as “pro” in “proceed”? Is “por” lengthened in “port”? Why?

JOINING THE SIGNS.

You have had a great deal of drill up to this point on all the shorthand signs themselves, and in fact on practically all of the shorthand principles. You have also had much drill in breaking up words into their sounds, and you should by this time be able to readily associate the signs with their sounds.

Now, we will take up the joining of the signs in words. This will be easy, as you know how to write the signs separately.

In the older shorthand methods the same outline represents different things if written in different positions,—above, on or below the base line. But Dougherty's Shorthand is exactly like longhand in the fact that the outlines mean exactly the same, wherever they are written. In other words, in the Dougherty system the meaning of any outline depends entirely upon its **shape**—not at all upon its **position**.

As in longhand, for the sake of uniformity of outline, the first stroke of a word rests on the line. If it be a down stroke, it **ends** on the base line; if an up stroke, it begins at the base line.

Thus, in the word "buy", "B" is the first stroke and **ends** on the base line, and from that point the "i" is written without lifting the pencil—downwards, of course, as the "i" is always written downwards.

In the word "tie" the "t" **begins** at the base line, goes up two spaces, and, **without lifting the pencil**, the "i" is written downward one space.

For the sizes of the lengthened strokes, study the diagram in Lesson VIII.

Hooks and circles are not considered strokes and so do not rest on the base line. Thus, in the word "spy", the first stroke is "P", not the "S" hook. In "apt", the first stroke is "PT", not the short "a" circle; in "oak" it is "K", not the long "o" circle.

Writing Exercise.

After writing the entire list once, read it carefully five times, noting every sign. When you are sure you have every word exactly right, make at least ten correct copies of the entire list. Do not leave this exercise until you can write it accurately in eight minutes or less—or at an average of twenty words a minute.

buy	lee	dying	*boot
pie	leer	died	*loot
lie	lead	dried	*fruit
die	leading	deed	*flute
fie	leader	loom	food
vying	leaf	loop	*fool
why	life	boom	*tool
heed	liven	booming	*jewel
hide	lied	broom	stool
whiten	wife	deem	dream

*Enlarge "oo" to add "T"; make it longer for "ool".

dreaming	bend	men	frying
pool	veer	dinner	briar
dual	gem	winner	fling
ghoul	idle	weed	empire
shoe	idling	weeding	pride
shoot	eagle	weeder	chew (oo)
moot	ply	wide	friar
brute	fly	hinder	liar
bin	flying	wider	dry
din	flew	shy	grin
fin	plea	shied	ill
gin (jin)	plead	sheet	edge
pin	pleading	chief	egg
win	glue	chide	ebb
wind	glued	chin	etch
eager	mood	bird	etching
eagerly	bloom	buyer	pried
widely	blooming	fire	verb
church	gloom	mire	proverb
chirp	bluing	jeer	proper
churl	furl	peer	confer
inch	blur	dear	proffer
stride	flurry	wire	provide
strew	blurred	dire	soberly
stifle	pen	lyre	blunder
pinch	den	were	pension
lynch	when	fear	former
chinch	pending	we're	providing
Ben	lend	weird	lurch
bench	wend	pry	pearl

Reading Exercise.

Before studying this reading exercise, study paragraphs 12, 21 and 22 of the General Principles and keep them in mind as you read the shorthand.

ed - (x) ay - / - v x p - w 1
 e - h x - a e p x - m d) -
 n x) h o . . o v x - g - h l -
 w x) p t g x - m o f c - v g)
 - v x g o h . l - / i o - w
 p o x u u - h h u f (x - o /
 e o o x - o g u a o p x - w .)
 o n x - o u . l o . . y x - o o p .
 l o p o } : v - " w " " d " - " w " -
 v g p - " i " . / / i h - " i " u n n x
 v o u : i v o . o x - p - o - v - l x o
 o / i / o g . x - n v . i p u x -
 h v o . l x p p c l . o o a x - i c
 p x n - l (-) u h x - n u u
 v x - n g u i o g x - v l l -
 l x i n i h a - l l l w x - i i

Write to Dan.
Turn the crank.
Was he there?
Call for them.
Hear him read.
Run to them.
Go to church.
Call the porter.
Ring them up.
Turn the counter.
Write the card.
Call him up.
Confer with him.
Do not cry.
We should go.
Look upon it.
He is ill.
Prove the problem.
Console the porter.
I like pie.
We must go.
I know him.
Go to him.
Was he glad?
We are glad.
Go with them.
Be on time.
Go any time.
We were there.
Must we go?
I believe him.

The wind blew.
Come any time.
Thank the men.
Go to dinner.
The tinner died.
Improve the cartoon.
Heat the glue.
Can he write?
Burn the weed.
Buy the shingle.
He was dreaming.
Thank the general.
Buy good things.
Enter the car.
I know them.
Many have gone.
Stand by them.
Look at them.
Where is he?
Look at me.
Have them go.
Many were there.
He is idle.
The fool died.
The eagle flew.
The pink bloomed.
Strive to excel.
Plead with them.
Is he hurt?
Ride the steed.
Do not reply.

LESSON XI.

QUIZ.—How are the soundsigns joined to make words? On what does the meaning of an outline depend? Where should an up-stroke begin if written alone? A down-stroke? In words, where should the first stroke rest? What part of an up-stroke rests on the line? A down-stroke? Are hooks and circles strokes? Do hooks and circles rest on the base line? In writing the word "apple", for instance, where would the circle be written? Where would you write the "S" hook in the word "splash"? Do you see any reason for writing hooks and circles in this way? In what three words do we enlarge long "i"? What reason for doing so? How do we indicate "th", "rd", etc., in numbers? What is used as a phrase for "Dear Sir" at the beginning of a letter? "Yours truly" at the end of a letter? (See paragraph 26 of the General Principles.)

perch	console	stoop	imprudent
purge	emblem	expire	stride
word	pier	stupor	shingle
wording	under	strew	stir
worm	mingle	gem	deport
firm	soap	proof	expert
firmer	social	collar	expire
girl	vim	colony	expend
gird	mention	prove	extent
girder	ferment	card	extinct
birch	ford	port	exempt
French	lunch	porter	eat
friend	jerk	sober	eater
friendly	forward	blurred	either
germ	(for'd)	improved	utter
perjure	condemn	reproved	other
injure	collide	improperly	(uther)
cord	London	console	another
infer	problem	prudent	girt
infringe	sty	conferring	worth
flinch	stifle	proving	dine
ember	stew	improving	diner

light	drum	dump	preach
lighter	fan	lint	preacher
lighting	Dan	pump	**carp
lightning	Bert	lump	**carbon
white	burn	jump	Carl
wheat	fern	jumble	carbuncle
dean	burner	mumble	***county
pine	burning	fumble	ink
line	dirt	jangle	link
lean	dirk	dangle	drink
ether	land	mangle	chink
eternal	coon	bangle	bank
Ethel	cook	went	lank
week	empire	lent	drank
weaker	Myrtle	bent	incur
weakly	van	meant	pleat
peat	wink	pent	plight
Peter	manner	sheet	column
ban	banner	peak	emperor
man	bran	leak	plan
bum	band	*each	flirt
mum	work	*leech	blurt
gum	street	peach	
dumb	student	rear	

*ch may be written alongside of long e, M or V, but too deep to look like "S", thus:

u v w x y z

**Do not try to join an "above-the-line" sign when it does not join easily or legibly. Lift the pencil and start the next sign just beside it:

1 2 3 4 5 6 7

***As "t" in "county" is not in the same syllable with "coun", the "coun" would not be lengthened to add "t", as it is in count.

The eagle can fly. Do I know him? Where would Dan go? It is very long. Look up the General. It will not do. It will close up. Run to the corner. Bring Dan the dime. The bird flew up. It is very windy. Clyde is coming in. He was calling there. Ben was going by. The king was there. He was eating pie. The pie was good. Very, very, very good. The pen is blunt. The pin is short. Look in the pan.

Do come in time. The time is short. The cart is empty. The light is dim. I must go in. Most men can run. I can untie it. We go to Jewell. The Jew is gone. Can the man wink? He need not go. Uncle John is here. Bert untied the cord. Fern need not go. Frank is not here. Go to my room.

Here is good candy. I need the money. Earl can stand up. Look up her book. Shall I close it? Bert is quite shrewd. Do eat the bun. Cling to the pennant. I must eat dinner. Every man was just. Anyone can write shorthand. The good man died.

Myrtle is her friend. Carl is quite rude. Do not chew gum. I sold the drum. I need the dime. The pen is long. The eagle is flying. Lie in the pool. Buy me a rifle. Condemn no one unjustly. Bring me a flute. Do I know them? Urge him to go. I heard him calling. I can earn money. Earl was here early. The sturdy man stooped. He has a stool. Myrtle stumbled.

Which deed must he bring? My uncle died in January (Jan). John is an expert workman. Her friend went with Fanny. I can climb the tree. Dan can eat the crumb. The girl is quite tired. The wind is quite cool. John is learning to read. My uncle is quite stern. Do not cheat the chief. Bert can burn the broom. Frank can teach the plumber. John is in the bank. Clyde trembled on the brink.

LESSON XII.

QUIZ.—How may “ch” be written alongside of “M” so as not to look like an “S” hook? If an “above-the-line” sign does not join easily or legibly with another sign, how should it be written? When would you lengthen the “coun” sign to indicate “t”? Would “coun” be lengthened in “county”? Why do we not join the “cor” sign to “B” or “P” as in “carbon” or “carp”?

Writing Exercises.

churn	forthcoming	thy	tired
churning	mansion	tea	need
convene	concrete	tree	needing
plum	column	thee	neat
plumber	stern	knee	neater
plump	stand	tire	neither
frank	streak	tin	curt
prank	constant	kin	complete
dint	standard	ten	kindle
dent	pint	ken	rink
winter	printer	rum	tinker
intent	uncommon	thumb	tension
Jean	rye	thump	tinder
sojourn	ride	numb	tender
pennant	right	rumble	nearly
cheat	rife	tangle	render
cheek	rifle	wrangle	thief
cheeky	Rhine	tumble	trimmer
dime	tie	comply	cool
lime	tide	tumbler	cooler
prime	tidal	reading	transform
grime	tine	reader	rule
learn	kite	reef	ruler
learning	key	wreath	ruling
foreman	write	thunder	Turk
uncle	tied	rider	turkey
soaked	keen	writhe	turn

turning	room	angler	Clyde
curl	rude	needle	clinch
curling	tomb	keener	cling
term	toot	can	clump
crank	tutor	tan	tremble
keyed	cry	ran	tension
knife	creed	than	intention
kine	carpenter	Nan	tannin
rhyme	Crete	rank	tinkle
crime	try	tank	transpire
wrench	treed	tinner	temper
trench	trying	tanner	teach
crunch	trite	tanning	leach
cringe	treat	crumb	clinging
transport	tried	crumple	report
thigh	trifle	complied	reporter
near	anger	climbing	transient
tear	angle	cleat	transcendent

We do not know them. I can fly the kite. I must write to Jim. Most men eat good candy. John is in the rink. Look not upon the wine. Buy the drum for Lynn. We must burn the tree. I must try to write. We must extend the time. Ben should light the fire. I must bring the bundle. The men like to eat. Go bring the tin pan.

He can tie the loop. The pen blurred the ink. Can Dan fly the kite? We are eating the pie. The kite was flying high. I can eat the food. Carl can write to Dan. London is wide and long. Can Carl stir the tea? John must be quite shrewd. The street was quite wide. The French girl can read. He can come to dinner. Most of them have gone.

I am in a hurry. Dan can lead the chief. He was jeering the man. Can Glenn work the problem? The girl is very shy. Must we go to church? I should be on time. It is quite like him. He is in the car. I think it will do. He is a kind man. Can Earl improve the

work? I can plant the corn. He collided with a car.
I can buy good pie. Clinton is in the street.

Fling the banner to the wind. The general is in the bank. The mink can eat the hen. The men are not known here. The gem is in the mansion. The tinner is in the rink. The plum is worth the dime. The eagle is in the tree. The man is in the church. He was in the birch tree. The girl went for the soap. Do Nan and Dan eat lunch? Can Bert shoot a blue bird? The flirt is in a plight. The eagle flew into the fire. The egg is on the stool. I can hear the bird chirping. I can buy the white shoe. The man is in the pen.

Can Clyde fly to the moon? The work was very properly done. The thief is in the bank. The girl cried for the candy. Uncle Dan can turn the crank. The dirk is in the dirt. The idle girl can eat the peach. Dan is trying to fly the kite. I can provide the money we need. Ben blew a leaf into the pan. We do not provide food for the men. Lend me a pen to write the word. The man can write to the other men. Ethel and another girl are eating the bun. We must learn to write shorthand in the winter. Neither workman is working on the pump. My friend from New York called on me the other forenoon.

Reading Exercises.

12. 1 0 2 a - d f x u r r r
 / e - w v v ' ? - r r r
 a - d - - - x n o - - - e - u
 w ? - - - v - - - - - o - - -
 r / f x e) - - - r ? - - -
 { ? d - - - e e x i o v - - -

n: 10 d - v r o o m i r i z 1 a y
 l y o o / / r m x q e o o h y - o /
 a n d o o e l y h y u h x - o l y o h
 y t h e n n o o r - n o - x e r

n: o t h o l 18 x o l o y / e - o o 1 v o .
 / - n i o i r b - b a h e o x i v
 o o l . l y l i z v . - t c f l e
 o x i l o a m / r h m v o . 1⁴⁰ l i x l i
 o n o i l b c x o

u: e l y d i d i f o m o o o o
 e / h y x o o - n b o o l y
 v l x - e o h / o o l o l y r l e
 / r e - e y x - o - n - e y
 y - l a y e x x l i b c e

y: - o o r l m 1 - o v y t d x
 i z h y o i o b l i r o o p r i r x o

LESSON XIII.

As explained in paragraph 24 of the General Principles, the short sounds of "e," "i" and "u" are usually omitted **in the middle of words**—not at the beginning or end of words.

Think of these sounds just as definitely as though you were going to write them—but go on without writing them. Thus, in writing the word "buff" think "bu" as you write the first stroke and "f" as you write the next stroke. Think of them by their **sounds**, not by their names.

In reading, remember where a vowel has been omitted in the writing and is to be supplied in the reading, it must be one of these three sounds, as no others are ever omitted. The sense of the sentence will readily show which word is intended in cases where more than one of the three vowels would make a word. Thus: "This is a **better** pencil than that;" "She was churning the **butter**;" you would not use "bitter" or "butter" in the first sentence, or "bitter" or better" in the second sentence.

This is exactly the same as in reading the longhand word "bow." You cannot tell whether it is "bow" as in "rainbow" or "bow" of a boat, until you see it in a sentence. But when you read "James made a bow to the audience," or "He has a bow and arrow," you know exactly how to read the word. So it is in shorthand.

Writing Exercises.

bed	picked	**quantity	push
pig	tick	*qualify	vertical
big	ticket	**quality	regiment
rub	tickle	repel	bit
rubber	peck	redeem	bitter
rib	fickle	writ	exhibit
bread	muffle	written	mit
rug	ruffle	return	transmit
lip	ripple	retain	fit
leg	rebel	demur	fitted
bug	double	kill	pet
lug	wiggle	till	putty
shift	wriggle	well	merit
plush	rugged	quick	but
shell	grudge	pill	button
foolish	gruff	filler	butter
will	ruffian	chill	rebut
quill	hereft	children	wet
quilt	vigor	pillar	wetter
tranquil	refer	dell	gutter
tranquility	defer	dealt	pit
bidder	differ	weld	pity
lid	definite	welt	pitiful
drug	indefinite	filter	multiply
drudge	defect	bewilder	project
puff	difficult	melt	stupid
red	deter	stubble	***luck
dub	determine	struggler	***lucky
middle	debt	film	***lick
pick	debtor	pilfer	***liquor
picket	*quandary	cult	licked

**“con” for “quan”; “col” for “qual”.

**Lengthen “con” for “quant”; lengthen “col” for “qualt.”

***Notice that “L” is two spaces wide and “K” three spaces wide. With “K” beginning at the end of “L” it will swing over the top of “L”, ending one space to the right of the beginning of “L”.

Dig a ditch. Anything will do. Deliver the bundle. We met them. Will is very portly. Can Dick read well? Learn to do well. Tell John to go. Must we tell them? He sold his cornet. It is counterfeit money. Willard is a winner. He will probably go. Carl is in college. The proprietor was prompt. The plush is blue. It is quite muddy. Dick sold his muffler. I like rich milk. Count the ruddy children. Evelyn went to church. John upset the fudge. The prodigal has returned. It is quite improbable. Ethel was quite bewildered.

Fill up the ditch. It is a humbug. Where is the well? Dick drew a cartoon. We are quite well. His conduct was improper. Go give it to him. Is he a just judge? I must go to bed. Do tell me a rhyme. He will shovel the dirt. We will read the booklet. Can Clyde lift the bucket? We must eat dinner quickly. Fred is ready to go. The cartoon was quite prominent. Lift up the big jug. The pink is quite pretty. Get the butter for Myrtle. Willard can dig a well. We must remit the money. The collar is very big.

I can eat a pickle. Mildred drew a vertical line. Richard will protect the children. Frederick felt quite puffed up. The leather is quite tough. Do you relish the food? Fred struggled to get free. Mildred stumbled and fell. Lillian felt quite blue. We will return the felt. We expect to dig a well. The rough man is a beggar. The duck ran through the mud. He fell into a mud puddle. Put the cover on the bucket. The villain lived in the village. The miller is in the mill. The preacher is in the pulpit. Permit me to settle the bill. Willard will sit on the bench. The river bed is quite level.

Handwritten musical notation on a single staff. The notation includes various rhythmic values such as eighth, sixteenth, and thirty-second notes, as well as rests and accidentals (sharps, flats, and naturals). The handwriting is fluid and characteristic of early manuscript notation.

LESSON XIV.

QUIZ.—How are short “e”, “i” and “u” written in the middle of words? How distinguish, then, between words which would have similar outlines, as “lit” and “let”? How would you know what is meant by the word “bow” in ordinary print? Or “lead”? When you hear one say “bloo”, how do you know what word is intended? What signs would you lengthen to make “quant” and “qualt”? How should “K” be written when joined to “L”, as in “luck”? Why?

Writing Exercises.

construct	setter	expel	nourishment
judgment	setting	excellent	transmitted
edify	settle	expect	collect
shuffle	settling	expedite	connect
Egyptian	reset	experiment	correct
prodigal	sit	equal	nothing
timid	deficit	equally	(nu-thing)
finish	transit	equality	cornet
banish	except	steadily	Cornell
set	(ex-ept)	bevel	inconvertible
upset	excel	nourish	cardinal

Do not collide with the car. He will fill up the pit. I will tell Edith to come. He will call for the women. The work was very properly done. The banner fluttered in the wind. It is no longer an experiment. Fred can write Edith a letter. Fred threw the pebble into the river. I wish to bid on the building. The girl wept when her pig died. The men are building the big bridge. I wish you would collect the bill. The big ship is in the port. Did Dick and Fred like to study shorthand? I can shovel the dirt into the pit.

DOUGHERTY'S SHORTHAND

99

Handwritten mathematical expressions and symbols, including numbers, letters, and mathematical operators, arranged in a vertical column. The text is written in a cursive, handwritten style.

n n . 2 w v l - x n . v j . o / 3
 w x - j j / - l - 1 w - j / 4
 x h - w / m x u 6 v u w
 z / - e x - v n o o v j x - -
 c h - h x - 1 - . v x - 2 u
 - n e / x l - w v / u x - d
 m / v h - o x - o o . w j - w x
 - b u h - n e e x - w v l d
 n o x e / o / l e u n ? o o e r n o o
 i z ? f u - e o o i 2 x - - h u
 f i h x i b b - b / - - x j - c
 v / e x - e o e v l n f e x
 - u . - h e - o x -) . v e f e y x
 o / f e x - h e n j w x h j
 / e f e y x i / - - u c e o / o
 / l - / x - - h y - p x i d n j
 u w v x h g - b e n o o b x l - o
 / j - f o h x u n o . - e c o j x

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

LESSON XV.

As explained in paragraphs 18 and 19, it is often easier, and sometimes more legible, to **indicate** long "e" and "i" instead of writing them. They are indicated by the way in which the signs are joined. Study paragraphs 18 and 19.

Writing Exercise.

| | | | |
|-------|----------|------------|------------|
| peal | fine | beadle | field |
| pile | final | breathe | fiend |
| meal | finally | ream | Bryan |
| mile | compile | cream | bayou |
| real | compete | creep | (bi-oo) |
| rile | green | keel | confine |
| reap | mean | frequently | profile |
| ripe | complete | regal | transcribe |
| beat | finely | meek | repeal |
| bite | meaning | feeble | grieve |
| feed | bean | tremor | blind |
| leap | fleet | bead | wiped |
| cheap | flight | gleam | sheep |
| deep | tribe | glean | shield |
| dial | tribal | extreme | breeze |
| wheel | blight | excite | breezy |
| while | bright | excitement | steel |
| weep | league | fright | steep |
| wipe | legal | reveal | stripe |
| kneel | libel | theme | style |
| Nile | genteel | Tyler | steeple |
| pipe | breed | cheaper | strike |
| peep | bleak | cheapen | beast |
| keep | meter | grief | feast |
| freak | meager | guide | steam |
| type | veal | bide | stream |
| team | brief | bride | steamer |
| knife | beetle | bridal | |

Tie his feet. Meet me there. Shield the men. Prolong the meeting. The mud is deep. The work is completed. Myrtle is greatly grieved. Edward transcribed Shorthand frequently. We should breathe deeply. The knife is quite dull. Peter drew a fine cartoon. The columbine is very pretty. The profile is quite clear. We know very fine people.

She is frequently heard weeping. Do not excite the man. Kenneth is in the meeting. The deer is quite fleet. The moon might shine brightly. The steeple is extremely high. The lion might bite Leon. My grandmother is quite feeble. The well is very deep. The feeble teamster is blind. Peter might write very briefly. It was a bright evening. The event greatly excited him.

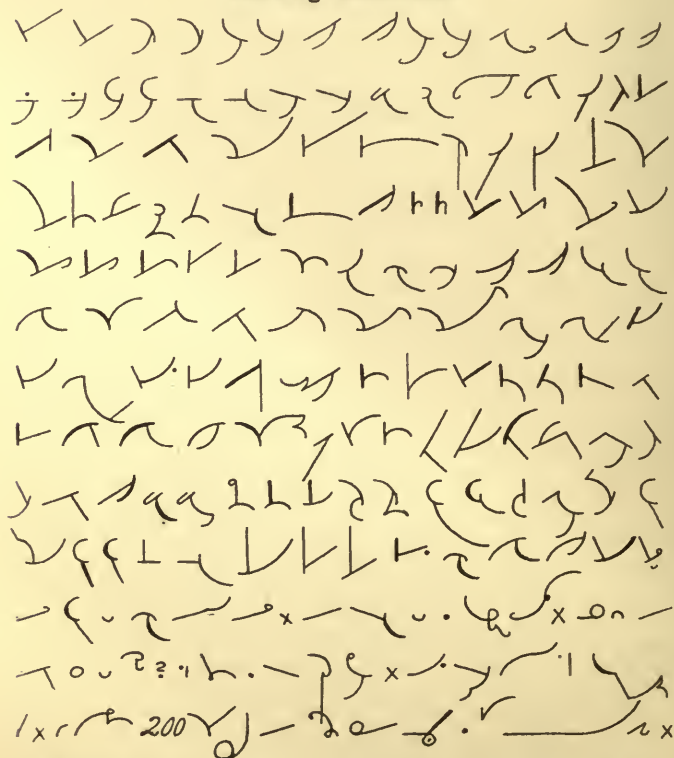
He is fleet as the wind. Bryan is a fine legal guide. Can the beetle creep a mile? The beggar might steal the veal. Do men compete with one another? I belong to the Epworth League. The excitement was greater than ever. We will confer with them immediately. The miller is in the mill. The man is ill of a fever. The deer is a very fleet animal.

We have a variety of food. Tell them immediately of the meeting. The wind completely wrecked the building. He was greatly frightened by the lightning. The beetle might creep on the pike. The sheep are in the green field. Peel the peach with the bright knife. The wild beast fled from the fiend. The Nile is very deep.—leap in. The steel pen is in the cupboard. I mean it was a fine team. The woman can guide the blind child.

I might meet the men near the stream. We are willing to write to them regularly. The pig might meet Dick, and bite him. Shield the blind man from the running team. The knife was cheaper than the steel file. Did you hear the peal of the bell? The pennant might be unfurled in the breeze. The bird might fly up from the green field. Can Carl drink

the cream while he is breathing? Veal is good meat for the bride to eat. I might buy a team and find real work. Can the wheel be turned while we move the reaper? Can the man read the meter, while we cook the beet?

Reading Exercises.



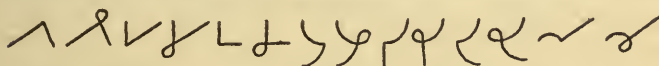
QUIZ.—How are long “e” and “i” often indicated without being actually written? Why? Would “e” be indicated in “weed”? “peach”? “keep”? “peal”? Why? “i” in “write”? “might”? “wide”? “life”? Why? Why not indicate “i” in “shine”? “e” in “lean”? In what common words may “S” be used to suggest “Sh”?

LESSON XVI.

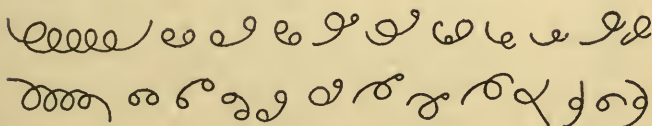
The circles are joined in the easiest way—merely because the writing is so much more easily done; they mean exactly the same, however they are joined.

But be careful about the relative sizes of the various circles—just as you must be in writing the longhand “e” and “l”.

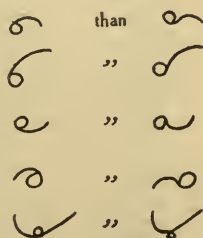
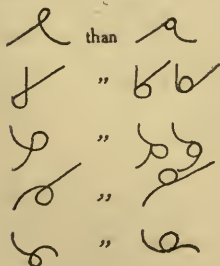
When a circle comes between two strokes which would join with an angle if the circle were not there, always write the circle so that it will be outside of the angle—because it is so much easier that way. Thus:



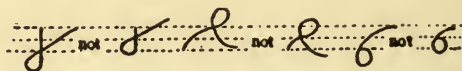
And when a circle is joined to a curved stroke it is easier to let the circle follow the swing of the curve. Thus:



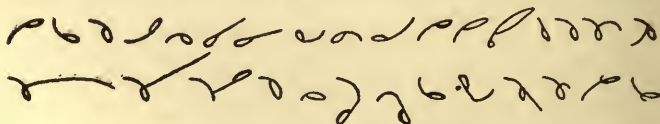
See how much easier the first combination in each group is than the other:



Be sure to write the circle so that the strokes will show full length (all of the circle beyond the point at which the strokes would join if there were no circle):



Join the flattened circle (long "u") alongside of strokes, without adding to the length of the strokes:



Circles are not considered strokes (see eighth paragraph of Lesson X.)

| | | | |
|---------|------------|--------|-------------|
| bat | code | rod | pew |
| bath | narrow | Cora | mew |
| mat | dot | Dora | mute |
| moth | dart | Nora | Ute |
| boat | dog | caught | youth |
| bought | got | kodak | cue |
| both | goat | goal | cure |
| bother | counteract | bowl | fuel |
| fat | dock | ball | fewer |
| froth | dark | bolt | pure |
| fraught | cot | calf | new |
| matter | coat | Kaffir | feudal |
| fad | rack | cough | figure |
| fraud | tack | doll | huge |
| fodder | talk | dollar | union |
| mad | walk | droll | Coe |
| bad | woke | tyro | foe |
| cad | wad | Cairo | Joe |
| dad | ward | coke | Po |
| Tom | cod | dough | counterpane |
| roam | bottom | few | pope |
| cat | rock | feud | cove |

| | | | |
|---------|---------|--------|---------|
| wrote | awed | gash | morning |
| Don | ode | mash | ore |
| darn | *lack | gnash | pour |
| dawn | *lock | crash | jar |
| account | *lark | dash | quart |
| don't | lacking | shower | quack |
| fall | locket | Jap | quote |
| fault | *local | Japan | quoth |
| follow | lacked | pole | wan |
| badly | locked | dote | warn |
| forbade | shallow | foam | want |
| am | shabby | Allen | won't |
| abbey | cash | alley | cocoon |
| add | cashier | ally | gorge |
| odd | lash | track | |

Write the note. Examine the document. Interview the tinner. All men think. Go to Aberdeen. We work hard. Turn him out. Shoot the hawk. Catch many carp. Attend the auction. Hear the crash. Mention the fact. Would you go? I like you. Throw the ball.

Catch the thief. Roll the hoop. Close the door. George is shrewd. Counteract his influence. Add the column. Countermand the order. All have gone. It is strong. It will rain. Believe me now. All men lie.

Do nothing rashly. Judge not harshly. Avoid their enmity. Finish the shaft. Wash the radish. Shovel the coal. Draw a picture. Propel the boat. Improve your opportunity. Collect the account. Correct the carbon. Promote the institution. Banish all fear. Join the association. Collect the amount. Dig the hole. He fell down. He traveled far.

* See footnote *** of Lesson XIII.

u: y e l o w o n h. o. e. l. - v
 - v l v s. l o v s x
 e y i a - g. r. r. r.
 h u w l o o o l x a

g: e. h' e g l o a t x o l y l r v
 l u w y - - - l o r v t e w x
 u - - - l - - - g e - - - r - - - o
 - - - a l l x e

u: - - - v o a v l o e t h r
 l o r l l y x - - - s l l l v l v s
 y. o. l l u a l l - - - a g l x r o o:
 l - - - l e g l y l l - - - l e o l l l
 e a l l u o r e v a n g g g l l x
 l l l l l l l l l l x e

u: r o g o o. l o a l l l x r
 u - - - r l o l l l l l l l l l x

LESSON XVII.

QUIZ.—Does it make any difference in the meaning of a word which side of a stroke the circle is written? How many different sizes of circles are there? What two suggestions are given in regard to writing a circle between two strokes? Where would a circle be written on a straight line? Where on a curved line? Why should the entire circle go below the base line in the words “boat”, “bat”, “oak”? How is the long “u” sign joined to strokes? Does it add to the length of the stroke to which it is joined? Are circles considered strokes? Does a circle ever rest on the base line? When? (Only when it stands alone or is the first word of a phrase; in the latter case it is written just where it would be if written alone—on the base line.)

Writing Exercises.

| | | | |
|---------|---------|--------|-----------|
| par | owl | lobe | jam |
| part | how | loaf | jaw |
| tar | Howard | job | *old |
| tart | howl | jobber | *hold |
| trot | out | Job | *conclude |
| token | (o-oot) | Joab | *exclude |
| soda | stout | Noah | joy |
| solo | stouter | boa | (j-aw-e) |
| chromo | Jane | laugh | enjoy |
| cam | cap | pone | join |
| camera | cop | pony | (jaw-in) |
| promote | crop | abash | coin |
| cow | copper | abode | enjoin |
| cower | capital | awoke | enjoyment |
| coward | captain | George | joint |
| now | point | attack | daughter |
| row | drop | pad | water |
| towel | lap | pod | walked |
| fowl | lop | cope | talked |
| cowl | lope | jog | Maude |

*See Paragraph 16 of the General Principles.

| | | | |
|-------------|----------|-----------|-----------|
| papa | contract | draft | abide |
| polite | power | hope | Fido |
| mode | powerful | open | loam |
| modern | confound | napkin | brat |
| pain | appear | lamb | batter |
| Paul | appeal | rain | brought |
| pole | back | dower | train |
| polar | balk | endow | main |
| pat | gap | protract | maintain |
| patter | wrapper | bower | window |
| pot | rapt | mow | lane |
| range | patch | kraut | vain |
| arrange | wrapping | cane | vainly |
| arrangement | grapnel | crane | Wayne |
| Poland | nap | drain | territory |
| tack | knot | Dane | oil |
| tacked | naught | bane | boil |
| crack | north | brain | soil |
| cracker | note | remain | coil |
| apt | propound | remainder | past |
| apple | gnat | refrain | post |
| apply | pop | feign | exhaust |

Most of them quit. Do you know him? Where would you go? Every man has money. I have known him. How far is it? He is very strong. Was he at home? They are all gone. Agree to go along. Print the magazine regularly. Hear the dog bark. Do you like shorthand? Do you know them? Do you like him? Mr. Allen is here. Our town is large. The gown is white.

The cane was broken. Has he gone far? Look at the dog. Owe no man anything. Watch the sham battle. The ball is round. What is his strength? Open wide the door. The water is pure. Joe has been hurt. Is your ax sharp? Is that plane sharp? Is he a coward? He was not accountable. It is very inconvenient.

Prop the corner post. The porthole was closed. The shoe is large. The creek is shallow. Ralph is the

cashier. Go with them now. Do not detain me. Roland went to Rome. The valley is beautiful. Madge is extremely excitable. How old is William? Dig the hole deep. I fell down flat. I have your letter. Is the dog dead? The ox is dead. The time passed quickly. The train was wrecked. Show Homer the sheep. Why did you not go? Jane is quite ill. The rain may fall. Harry found a dime. Nellie, show your power.

— / v o — l p — — c t h v
 o o o x — / . . — / c x — — c o —
 l i e y / o 60 m — d l / / v o — a o —
 c a d x l . y R o o x h v d u o — a
 x o — v o — y v l o . y z o y
 c x x o o o v l o — v e y j b n
 l v l o — a v x z o y h — a — e
 o y h o h — a v x ! — v l o / h x —
 v — a v . . a v) / g v g x
 — 2 — a e f u v x — b n
 . h y h l o — v e c v x o
 — e h — v x — — a v v —
 d s — v " v x v o — — / c
 o . h x — p o e y a — a h 6000 l x

LESSON XVIII.

Writing Exercises.

| | | | |
|-----------|------------|----------|-----------|
| gavel | lower | flounder | army |
| attention | law | fawn | throw |
| statue | oath | emphatic | flag |
| statute | Ute | obedient | frog |
| stature | amount | bromide | brought |
| statuary | (amt) | lag | coffer |
| plow | found | log | drawn |
| boy | (f-o-un-d) | laggard | balking |
| alloy | bound | drag | tap |
| lawyer | bond | dagger | top |
| toy | pound | doggerel | bawble |
| moisture | pond | gab | codify |
| institute | round | brag | oddity |
| flash | brown | braggart | commodity |
| sham | frown | gabble | occur |
| ash | crown | gobble | trap |
| ashen | drown | whole | trapper |
| combat | lobster | concoct | trapping |
| comrade | strap | raft | trapped |
| Emma | straw | Taft | pronoun |
| fond | widow | profound | paragraph |
| rope | toadstool | craft | coin |
| stop | straggle | opinion | barn |
| stock | stone | strain | military |
| stack | arrow | Alma | (a-e) |
| start | fathom | adder | Madge |
| starter | motto | mottled | badge |
| startle | stain | gobbler | aloe |
| coffin | gown | drab | thaw |
| odium | ground | amid | thought |
| auditer | Don | art | large |
| oak | down | ark | largely |
| low | clown | alarm | partly |

| | | | |
|--------|--------|---------|---------|
| yarn | throat | chop | rattle |
| yard | oddly | chapel | radical |
| mark | mock | chattel | battle |
| market | Modoc | chatter | bottle |
| pardon | map | toad | acting |
| guard | mop | total | offer |

He had not gone far. How long is the pole? How large is the barrel? Joe is larger than Henry. How large is the shop? He was at the shop. Portland is a large town. It has cleared off now. All things are now ready. How much cash have you? Paul broke the long pole. Walter bought a new wagon. Willard is six feet tall. Fill the tub with water. Do you like the piano? Have you a new hatchet? Buy a new tin cup. How big is the tub? What color is the collar? I need a new lamp. Everything was in the garden. Here is a rough floor. Powhattan was an Indian chief. That man is a burglar. Will Don go with John? The amount was not large. The large stone had fallen. Jack found the broken bow. Where is the large boat? Harold found the old clock. Tom rode the black steed. Alfred bought a new oar. Ralph told a short story. Willard bought a brown dog. What has that boy found? The plot has been revealed. Robert will arrive tomorrow.

Reading Exercise.

— 147068—9, 1871, Vay — 2000
 102 — — — 2 — 195 \ xx — —
 2 9.3yx — 6 — — — 5 1/4 yxx —
 2 — 2 — — 5 1/2 y, xx — — — 8 —
 — — — 1 x 10 18000 — x — — — 200
 3 4 — — — — — 19 — — — 2000 — x

[illegible]

LESSON XIX.

Writing Exercises.

| | | | |
|-------------|------------|-------------|----------|
| afford | exhaustion | Wabash | mellow |
| quack | tackle | auction | aversion |
| father | tract | ancient | union |
| acquire | attract | particle | yule |
| rotten | attacked | topple | huge |
| attire | active | politic | humor |
| mote | croak | catch | cucumber |
| motor | endure | foretop | tag |
| view | verdure | adjournment | rag |
| purview | cold | warmly | bog |
| cattle | colt | empower | magpie |
| futile | rash | imagine | rove |
| attain | trash | compact | rally |
| alone | shop | execution | Rollo |
| detain | sharp | population | pack |
| dome | show | motive | toll |
| comb | shatter | account | poke |
| arraign | pshaw | promote | poker |
| latch | cached | argue | travel |
| match | mash | argument | wove |
| Arthur | mashed | garment | wall |
| ardor | dash | bar | *acute |
| article | dashed | cab | act |
| park | wash | crab | **actual |
| mildew | washed | crag | Walter |
| chapter | action | wag | vast |
| order | shaft | cap | accent |
| fragment | washing | cog | (ax-ept) |
| erection | Washington | jello | axle |
| translation | blast | fellow | pillow |

*Lengthen "u" for "ute".

**Act-ul; lengthen "K" for "kt" and "u" for "ul".

| | | | |
|-------------|------------|---------|--------|
| caterpillar | moment | explode | bowwow |
| explain | phonograph | program | powwow |

Do you owe him anything now? We found them all at home. I bought a new oil can. Maude can ride on an ox. Frank has quite a bad cough. All of them have moved out. The crane is a tall bird. The creek is in the valley. His mamma bought him a drum. The apple is in the jar. I bought a box of soap. Did you hear the dog howl? The corn crop is very poor. Pure gold is not poor gold. The cattle are in the field. Nora wrote a note to Maud. Can your aunt write a dot?

I found him in the yard. The cat is after the rat. The cow is in the barn. John can make a good bow. Irene is wearing a new gown. The ground is cold and muddy. They sold the cabin to Robert. Dr. Brown is a powerful man. I won't go home till morning. Mamma has bought a new counterpane. I shall go at any time. He ought to be a judge. Do you like the new judge? You ought to come for them. I assure you all is well. It is as short as ever. I shall be able to go. Cut the wood with the axe. Did the big bug eat anything? The pig is in the meadow. Do you like the new rug? How much cash have you? Cut down the old tree now. What kind of tree is it? Don went down town before dawn. Can a dog write a dot?

I have a pain in my jaw. Haul out the dirt in the wagon. He was badly burned by the fire. John might work and earn a dollar. Tell me how far you can run. I have been gone a long time. I regard him as a great man. The tub is now full of water. The man was drowned in the flood. The sharp ax is in the shop. What did you give for your hatchet? What is the height of the tower? How far from town is the park? The large stone fell into the gravel.

Tom wore his new cap to church. The copper kettle is on the stove. We now keep our cow in the barn.

The trunk was broken open by the fall. Noah threw the stone into the deep pond. I ought to buy a pound of coffee. I cannot afford to go with them now. Did you expect to chop down that tree? Do you know the extent of the injury? The printer bought a pound can of ink. No, we want to go to the mountain. When do you intend to sow your wheat? He is a sober man and a hard worker. I found he was very fond of chicken pie. He was bound up by a bond for \$5,000. We must notify the workman to be on hand tomorrow. He wore the badge on the lapel of his coat. I dropped a pound of meat into the pond. Which of the men have been in town for a year. A few of the men knew of his action in the matter.

Reading Exercises.

h m . v a x d a x d o l d x h
 z / . a v / a g l h e x d
 u r r / v o r o / r o r o . /
 o r o / r x r r / v o r o . u x r
 a v r b i d r d d d - e o d o n
 - l x l e a a - r l x e n o r o l
 / r x d . d d o r v r b e n r r
 r . v u d - r x n c r a o v -
 p r f a y - v s a i t - v -
 c d - p x c a v r e o l x a d e
 r h a h l i d o r x i r y l i n o

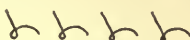
[illegible]

LESSON XX.

Long "a" is written as a dot when standing alone, but is always joined when there is any sign to which it can be joined; and when joined it is written exactly the same as any open circle, but so small as to close it up into a dot:



In joining long "a" to other signs, do not make it by pressing harder on the pencil, nor by making several circular strokes to fill up the circle into a dot; practice writing it until you can write it with a continued, smooth motion of the pencil, making it show as a dot uniformly; it is a good plan to start with an open circle, as shown below, and write it again and again, making it smaller and smaller each time until you have it closed up with the one circular stroke of the pencil.



Writing Exercises.

| | | | |
|------------|----------|-----------|---------|
| bay | brocade | Tacoma | fay |
| bait | brave | gay | fail |
| bathe | may | galore | neigh |
| bake | mate | gate | natal |
| bale | made | naval | frail |
| babel | make | game | ail |
| pay | mail | gave | ailment |
| payment | Nate | grave | failure |
| pave | grape | gale | fade |
| pavement | moderate | gala | aid |
| gauge | Kate | gaily | ate |
| vapor | Nathan | raiment | fate |
| engage | tomato | firmament | faith |
| engagement | Cato | gable | fable |

| | | | |
|-----------|----------|-------------|-------------|
| Abe | waken | staid | wail |
| fame | waked | straight | quail |
| frame | wakeful | straighten | quailing |
| freight | age | paste | caper |
| frayed | rage | taste | donate |
| afraid | stage | waist | donation |
| parquet | page | statement | jail |
| wage | cage | stamen | jailer |
| perforate | neighbor | arcade | constable |
| cater | obey | stockade | gamester |
| cake | day | concave | cape |
| cave | date | Yucatan | ration |
| create | dame | rate | chagrin |
| creator | holiday | tray | rave |
| croquet | aim | portray | collate |
| lay | Dave | portrait | corroborate |
| labor | daily | portraiture | Carbondale |
| tape | dale | quake | shay |
| nail | ray | take | shale |
| label | raid | ache | shade |
| lake | rake | acre | shake |
| Malay | raking | taking | shape |
| weigh | raked | taken | shave |
| wade | stay | inveigh | shady |
| wait | stale | purvey | wager |
| waiter | state | convey | major |
| waif | stake | conveyed | away |
| wafer | stable | ague | Amy |
| wake | staple | tail | |
| waking | stray | rail | |

Is Amy here? Push the gate. He came back. They write daily. We like cake. Edwin came home. We ate dinner. Mable became tired. Is he able? Eat with Amy. Pay the doctor. Pay the bill. Comb his hair. Shave the man. He is brave. Wade the brook. Take the car. They have gone. Are they glad? Issue the paper. It would pay. They study diligently. Love our nation. Pay strict attention. Stay till noon. Take prompt action. They drank coffee.

Rock the little baby. The judge went away. The conductor ran away. They write shorthand rapidly. Did you pay it? Ask for my mail. The agent was in. He waded the brook. They must go far. They have great strength. Strong men often fail. Dayton is in Ohio. Is it hot today? Ralph might aid Jack. Mable read the fable. Carl won a wager. The quail took flight. Margaret ate the tomato. He won a wager. The agent is out. I sold valuable property. Do you believe him? Watch the men excavating. He made proper application. Harold has the toothache. The quail took flight immediately. They returned in due time. Nathan coached the ball team.

They were among the men. Be sure you are able. He is able to sing. It was a fatal accident. How high can Ned jump? Paul ought to obey Kate. Washington was a brave soldier. Many may attend church now. Fido might bite Kate. Abe has faith in the waif. Pour the gravy into the bowl. I may sing in the chapel. They paid cash for the coach. Mr. Baker frequently came to church. They played croquet on the lawn. Everything was donated by the lodge. Lay the book on the shelf. Can you draw a straight line? Willard will go to town today. They look quite like each other. They are reading the paper now. Will they go to town today? Joe paid cash for the pump. I enjoy reading the daily paper.

The company was paid for the pavement. The mule ran away from the man. Anna knew how to make a cake. The cattle ate all of the fodder. They caught the trout in the river. The dog made a dash for the gate. The children must pay attention to her talk. The young man ought to learn a trade. We have had no reply from him today. They do not provide food for the ape. May they attach the flag to the pole? They rode in the cab to the party. Jane may pay the coin to join the lodge. He was awakened by a loud clap of thunder. The lame man walked by the aid of a cane.

2000-01-01-02-03-04-05-06-07-08-09-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1

| | | | |
|------|---------|---------|---------|
| see | cedar | concede | conceit |
| seed | proceed | seat | seen |

| | | | |
|------------|---------|-----------|----------|
| foreseen | spoken | skates | tries |
| unseen | spade | Scot | squeeze |
| unforeseen | swish | scow | crease |
| seem | cues | scout | increase |
| unseemly | accuse | scowl | police |
| seek | pews | skin | comprise |
| physique | dues | sphere | wades |
| siege | juice | sneeze | wakes |
| perceive | fuse | snooze | raids |
| Sedan | refuse | snap | trades |
| fancy | amuse | sin | takes |
| mercy | abuse | since | raps |
| sigh | confuse | sinful | wages |
| sight | profuse | send | patches |
| foresight | conduce | ease | matches |
| insight | produce | easy | catches |
| side | cures | lease | learns |
| beside | news | piece | burns |
| cider | figures | sees | turns |
| inside | sick | rice | taps |
| reside | said | mice | traps |
| sign | decease | Pods | rages |
| design | sell | purse | cages |
| consign | speed | some | pads |
| sue | spider | something | leans |
| suit | spat | prize | furs |
| pursue | spot | nice | curse |
| pursuit | spurs | knees | nurse |
| persuade | sparrow | keys | tails |
| soup | Spain | fees | eats |
| Soudan | sly | tease | cats |
| spy | slide | these | cheats |
| spire | slice | ties | terse |
| conspire | slab | buys | wins |
| spry | slope | wise | quince |
| speak | lapse | size | convince |
| spike | slur | dies | province |
| spake | slurs | geese | fans |
| spoke | sky | cheese | manse |

| | | | |
|------------|----------|---------|-------------|
| dance | flames | circles | *fulsome |
| chance | wags | serf | *cumbersome |
| France | drags | serfs | *facsimile |
| lance | surprise | sues | *insist |
| glance | surplus | goose | *persist |
| appearance | search | boots | *desist |
| seems | surge | toots | *consist |
| James | concern | rules | *consistent |
| games | concert | schools | *consider |
| lambs | insert | cellar | |

The log floats. Birds can fly. See him skate. Buy good things. She got up. Rent the house. They fought fiercely. Kate ate eggs. The rain descended. Sometimes cars collide. Every concern prospered. Roscoe rents houses. Print some labels. Soap the clothes. We sowed oats. Count the cans. Make some counters. Move up silently. Continue your calls. Some are noble. Shade your eyes. Shingle the house. See the flash. Carts carry carpenters. Buy a scarf. Can you skate?

Who else goes? It will sink. Every man disappeared. My father walks. Hear Tom sneeze. Condense the vapor. Count the reports. Concentrate your attention. Be good girls. Go with us. Up he goes. Acknowledge the receipt. Issue more papers. Count the ducks. Can ducks swim? Be at school. Count the corks. Are you able? Some dogs bite. Purchase more meat. The judge smiles. Confide in us. Wake from sleep. Are you sick? Yes, he swims. They slept well. Purchase a shovel. Some wolves growl. Stick pins here. Plants grow rapidly. Consider the lilies. They labor energetically. Ragged boys shiver. Pick the goose. Eat the pickles.

Roads are muddy. Maude spoke wearily. Elect him president. Reporters write rapidly. Cease from evil.

* If signs do not join easily, lift the pencil and write the next sign or syllable close to the preceding sign.

Secure an education. Snakes sometimes bite. Sell the cows. Sharpen the pencil. Rescue the perishing. He is anxious. Rover is vicious. He is foolish. She is discontented. Promise him nothing. Such a discord. The snow fell. Cash the checks. Get the supper. Buy some drugs. Console the professor. They sell phonographs. He is invincible. Are you anxious? Ducks swim gaily. Villages are little. Villains are wicked. Robert shot rabbits. Progress more rapidly. Consider the proverb. Produce great profits. Condense their reports. Protect those cornets. Approach him cautiously. They write easily. Invite your neighbors. We feed pigs. Secure payment soon.

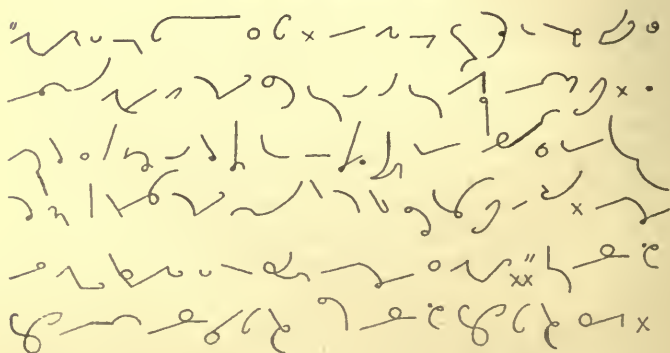
He beats the drum. How deep are wells? See the ox team. Direct the boys wisely. We soon met them. The sun shines brightly. Proceed with the work. Use the corn meal. Seek the man diligently. The session is over. The disease is contagious. What process was taken? They are much concerned. Count your profits now. The professor is conceited. This will counterbalance that. Pick up the chips. See the big trees. Cars run close together. Who else was there? Mice run from cats. This water is pure. Consent to nothing foolish. Do you ever specialize? He is quite whimsical. Hear the whistle blow. We have enough apples. Everybody else said no. Did you see them? He left his comrades. Every strong man dies. It would seem short. See the fox run. Are they good girls? He reads shorthand easily. Answer the telephone call. See the snow fall. Mrs. Burns was there. Owls hoot at night. Comply with our rules. He comes here often. Do they know us? Cars run far apart. Ask for a receipt. Are you convinced now? In due time descend. Howard won a prize. She is a pronoun. He is too unconcerned. See the cedar tree. Six courses were served.

The slim man is silly. They have received no reply. The dog's name is Sport. If he comes, I go. Some of

them are giants. The lights are quite dim. Buy a box of matches. Do not tease the cat. She has an old cane. We may find some ferns. We are anxious about Fred. Did the new shoes fit? Do not run the risk. Every one looks back here. That man sells dry goods. The sky overhead is blue. The dress is quite fine. The word is used incorrectly. The scholar is progressing nicely. I consider him very dull. I was glad to see him. We may wear new shoes now. The banner fluttered in the breeze. He has knowledge of the business. Did the bird swallow the bug? Did you ever see a ship? Buy me a pair of cuffs.

We have had a variety of exercises. I am very fond of green beans. Is there a fire in the furnace? The judge fails to mention the matter. I know the size of the sun. He has given us his final answer. She was greatly grieved over the misfortune. Our boys have bought new drums. Joe bought a pair of shoes today. I will sue the editor for libel. I drew some water from the deep well. They must go down to see them at once. One of the boys was drowned in the bay. Mr. Tyler sank to the bottom of the ocean. We are willing to correspond with them regularly.

Reading Exercises.



Handwritten text in Arabic script, likely a list or index, with various symbols and numbers interspersed. The text is written on lined paper and includes phrases such as "xx", "7", "12", "2022", and "30".

LESSON XXII.

QUIZ.—When is “S” a hook? In a general way how is “S” joined to straight lines? To curved lines? What is the difference between an “S” hook and an “Sh” hook? Does a hook add any to the length of a stroke to which it is joined? Does a hook at the beginning of a stroke rest on the base line? At the end of what three strokes is “S” the same as “Sh”? How do we distinguish between “S” and “Sh” in these places?

| | | | |
|------------|-----------|-----------|---------------|
| worse | spindles | survey | forces |
| verse | guess | risk | vigorous |
| paves | civil | residence | vigorously |
| fuss | civilize | rescue | spout |
| does | fleets | residue | surgeon |
| sworn | flats | resident | surgery |
| swarm | plots | risky | surmise |
| vicious | sleeps | anxious | survive |
| robs | ruse | silk | survival |
| robins | stress | select | prostrate |
| cogs | submerge | scarf | pronounce |
| crag | submit | scarred | collapse |
| sluice | serve | scholar | express |
| prosper | subserve | scholars | *sex |
| temperance | subside | sport | **sucks |
| symbol | subdue | ports | *tax |
| pins | subject | counts | **tacks |
| caves | substance | accounts | axes |
| rulers | subjugate | reports | ***access |
| apples | square | deports | ***accede |
| applies | squawk | press | ***success |
| turkeys | surmount | presses | ***succeed |
| spin | surname | curses | ***successful |

*Use “X” because it is used in the ordinary spelling of the word.

**Use “Ks” because it is so spelled.

***ax-es; use “X” for “ks” in these words, because it is easier; the sound is the same.

| | | | |
|------------|-----------|------------|----------|
| spout | surrender | such | dispel |
| sprang | surprise | sizzle | disperse |
| Spanish | respect | suspect | disburse |
| said | response | suspense | disease |
| (sed) | says | sister | anxious |
| speech | suds | cistern | such |
| speechless | guesses | substitute | *chorus |
| squirm | verses | system | *Paris |
| squirrel | misses | sum | *Morris |
| squeal | caress | handsome | |

Consider before consenting. The sugar is sweet. The monk wrote books. The cow eats hay. We must move slowly. They sent a conductor. Good scholars succeed. It will be successful. Elmira is very consistent. Accede to his demands. Thy mercy endureth forever. They worked very successfully. The shears are very sharp. We buy berries every day. We must walk more slowly. March 9 is Ralph's birthday. Papa buys us nice toys. Amanda may boil the rice. A man in France can read. The information is now accessible. Anna may have some lemonade. We found the work quite easy. The house has a dormer window.

These lamps make a dim light. The sly fox caught a goose. We saw the police catch a thief. They ought to own their homes. Tom Thumb was a very small man. How far can a small mouse jump? Can they go to the sea shore? I may spend \$2.50 for a hammock. They spoke quite highly of his work. Watch the man cut the piece of iron. Susan is sure to like your new hat. How many needles did you purchase? They may appoint a new agent here soon. We have done no work since Thursday.

We ought to speak to him at once. The boys who went swimming were nearly drowned. Do you see how well our girls sew? We have heard from him only once since Thursday. We went to the fort to see

*The "r" begins a new syllable.

LESSON XXIII.

QUIZ.—What is the sound of “X”? Name several words in which it is easier to use the “X” sign instead of “KS”? Where signs do not join easily what should be done? See footnotes in Lessons XI and XXI.

“Sh” in the Form of a Hook.

| | | | |
|---------|----------|---------|------------|
| mush | gush | crush | punishment |
| bush | gushes | cushion | dishful |
| brush | freshet | dish | flourish |
| fish | freshman | dishes | bishop |
| fresh | blushes | radish | militia |
| brushes | rush | famish | |
| blush | flush | punish | |

Enlarged Hooks.

At the end of the longer strokes write “ST” exactly like “S”, and “SHT” like “SH”, except to make the hook larger; it need not be as large as “D” or “J”, and, like the “S” hook, should not lengthen the stroke. (See Lesson XXI.)

| | | | |
|---------|---------|-----------|----------|
| less | gust | pest | lapsed |
| list | disgust | kiss | vest |
| guess | does | kissed | vests |
| guest | dust | Jess | soloist |
| miss | duster | jest | crush |
| mist | missed | ness | crushed |
| Bess | midst | nest | dish |
| best | modest | earnest | dished |
| wish | saddest | nests | stoutest |
| wished | hardest | exist | pressed |
| blush | fist | exists | cursed |
| blushed | first | existence | inst. |
| bust | enlist | lapse | instead |

Catch the big fish. Note the omission. Think well first. Wash the radish. Carl eats fish. Catch the fish. The house collapsed. The water is fresh. Do you know addition? Nora is famished. The porter is conscious. The machine was uncontrollable. We have promised nothing. Be earnest and honest. Ernest is inconsiderate. Soap bubbles burst. Buy a brush for Edith. Maidenblush apples are ripe. Just a portion was given to him. What proportion did he receive? I think the pudding is delicious.

The blue jay has his faults. However, he is a brave bird. He has no fear of the cold weather. Long after other birds have gone to spend the winter in a warmer climate, you may see him dodging around among the bare trees. Sometimes he does not leave here all winter if he can find all he needs to eat. Even on a cold day if you go far into the woods it is likely you may see a number of these birds braving the storm. Do you wonder where they go during the cold night? The blue jay must do with light fare while the winter continues. Now and then he may find a dried berry on the branch on which it grew, or the tiny eggs of some insect on the under side of a piece of bark. When the spring sun begins to warm the ground, you can hear his noisy cry. Even his friends who went away for the winter now make themselves known. They are here long before the first wild flower blooms. Mr. Blue Jay is ever dressed in grand style. His back is light purple, his wings and tail are blue. His head is white, his bill is black, his eyes are brown. If his manners were as handsome as is his dress, how pretty he would be! In April, Mr. Blue Jay helps his mate make her nest among the branches of some tree far in the woods. They work quite speedily, and in a week or so the nest is done. The blue jay is a thief and even worse. He robs every nest he can find. If there are eggs in it, he breaks and sucks them. If there are young birds, he tears them in pieces and eats them. Is it any wonder he has so few friends?

LESSON XXIV.

QUIZ.—In such words as “dish” and “does” how is “Sh” distinguished from “S”? In such words as “list” and “best” how is the “T” indicated? How would “St” be written in these words? How would the “ST” in “best” be distinguished from “J”? Does an enlarged hook add anything to the length of the stroke to which it is joined?

Sometimes “SHT” is used for “ST” because easier:

| | | | |
|-------|----------|---------|--------|
| fast | cast | cased | faced |
| last | cost | tossed | raced |
| lost | coast | toast | roast |
| laced | coaster | outcast | ghost |
| crust | request | lowest | aghaſt |
| quest | question | frost | |

In common words, “sh” will suggest “tion” (sion)
or “ation”: action station



| | | | |
|-------------|---------------|------------|----------------|
| application | exhibition | permission | prediction |
| degradation | suspicion | missionary | pronunciation |
| stationer | omission | notation | construction |
| stationery | addition | quotation | fiction |
| prostration | perforation | citation | friction |
| depredation | edification | portion | dimension |
| radiation | ovation | physician | expression |
| oration | additional | mission | collection |
| numeration | proposition | submission | correction |
| expectation | prohibition | succession | administration |
| occasion | collision | decision | transportation |
| connection | improvisation | selection | confederation |
| occasional | recreation | ambition | dedication |
| moderation | promotion | creation | |

Note:—According to the suggestion in Lesson VIII., “S” is lengthened to add “T” if the “T” comes in the same syllable. Otherwise the ordinary form of the “S” is used. Thus:

state estate stir Esther stop estop

| | | | | | |
|----------|------------|--------------|------------|------|-------|
| state | estate | stir | Esther | stop | estop |
| hesitate | estrangle | hesitancy | estimation | | |
| steam | stray | stop | story | | |
| esteem | estray | estop | hysteria | | |
| strange | stir | stab | history | | |
| | Esther | estab-(lish) | historical | | |
| | hesitation | estimate | hysterical | | |

We predict disaster. He runs very fast. I like roast beef. He has gone astray. What did the furnace cost? She was quite hysterical. He is very ambitious. He is an outcast. The cork was lost. The star is in the western sky. Do you know addition? The physician was there. How fast can you run? The physician is here now. Did you notice the omission? I have joined the confederation. What prediction has he made? Frederick can report the convention. The frost has killed our plants. Did you ever see a ghost? He is held in great esteem. Esther will stir up the animals. He is a missionary in Africa. They gave him quite an ovation.

I lost the remainder of the money. He tossed the crumbs to the birds. He has gone to the Pacific coast. I have made application for the position. I will go to the station immediately. What is his decision in the matter? He is a great reader of fiction. What are the dimensions of this car? He has gone to the country for recreation. What do you think of the present administration? Did he hesitate to speak of the estate? The strange man became estranged from his friends. There was much friction between the two

men. He made a quotation from the Senator's speech. I have no hesitancy in recommending it to you. I have given him permission to go with you.



The construction of the new building is progressing rapidly. What portion of the plot is to belong to you? What is your estimate of the cost of this undertaking? I have lost the money my father gave me last week. What is the state of the estate at the present time? There was a collision between an automobile and a street car. The story of Washington is an important part of the history of our country.

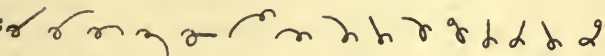
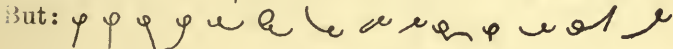
Reading Exercises.

ol. n. / 70 - m - / ✓ - v |
 w y - | m m m y a g x - a s
 ol. s xxx 3. o p r u f h - m m
 L m m e l w xxx (w a 100
 lo l t v - y 4 x - m 4 6 1 s!
 69 | l - v xxx - c m o a u o 1000
 y u xxx 7 l - a g m i n d " l r |
 s - . i l n h x " r r y l y u - s
 y - y xxx i - b u s y e - r x
 q m m l - t x r 1050 l e - h x

LESSON XXV.

QUIZ.—When may “Sht” be used for “St”? What will suggest “tion” or “ation” in common words? When would not “S” be enlarged to indicate a “T” immediately following? Why not enlarge “K” to add “T” in such words as “collection”, “prediction”, “selection”?

In joining “S” to circles use the “first S”, thus:
 except when this does not conform to the motion of the other signs, in which case use the second form, thus:  (like “D” or “J”—rightward.)

Thus: 
 But: 

After studying the above examples, carefully write the following exercises:

| | | | |
|---------|------------|-----------|-------------|
| say | safely | mace | alas |
| sane | south | amazement | endorse |
| insane | sour | mass | fuse |
| saw | soft | masses | confuse |
| sake | sauce | moss | profuse |
| forsake | saucer | base | use |
| sack | saucy | bases | uses |
| sock | sausage | basin | usage |
| sat | sassafras | bass | news |
| satin | sacerdotal | gas | muse |
| sot | assassin | gases | spasm |
| sought | case | grass | transpose |
| sad | craze | grows | compose |
| sadly | crazy | grocer | impossible |
| saddle | cozy | days | produce |
| sod | face | daisy | sirloin |
| sodder | phrase | drays | conduce |
| sawed | froze | ways | propose |
| safe | facile | lace | endorsement |

| | | | |
|-------------|-----------|----------|----------------|
| proposition | esophagus | surpass | tosses |
| musical | transfuse | praise | toes |
| dazzle | sag | praises | those |
| castle | sap | place | rows |
| tassel | sop | plaster | sapling |
| grace | Aesop | places | usual |
| graceful | Sam | passage | (usl) |
| glass | sob | jays | *unusual |
| glaze | sage | chase | Castile |
| blaze | osage | chases | horse |
| gloss | sale | chasten | Horace |
| inducement | Sal | chosen | Morse |
| sound | wholesale | adjacent | Morris |
| pace | solitary | raise | parse |
| absorb | satchel | raises | Paris |
| gazelle | resound | trace | carcass |
| Brazil | zigzag | heroes | sorghum |
| sacrifice | pass | toss | sorry (s-or-e) |

Run a race. The water froze. Carpenters saw boards. Glass is brittle. We sat down. Use carbon paper. Pass the butter. Toss the ball. Myrtle sat up. Roscoe rents houses. Raise the shortage. Amanda is very musical. The rose is sweet. Pocahontas was Powhattan's daughter. Read the gas meter. Pay your gas bill. We passed the station. Jasper is constantly proposing. The two firms consolidated. Maud is very graceful. Albert is chasing butterflies.

Amanda broke her saucer. The vinegar is sour. The storm rose suddenly. I saw most of them. Add the column of figures. Bring us no bad news. Acknowledge receipt of the money. The soft water is scarce. Our cow ate some grass. I heard a queer sound. The horse may run away. The assassin ate the sausage. Can you write zigzag lines? Joseph might trace the package. They bought the adjacent property. Thomas may mash his thumb. Susan ate some soft apples. The

*Write the "usual" as it would be written alone,—beginning at the end of the "un".

flower absorbs the ink. Abe reads the daily newspaper. The horse ran a race. A dog may chase a rat. The lady sang a sweet song. Jenny tried to amuse the baby. Have you ever seen a castle? How many samples did you buy? The cat is chasing the bird. What proposition has he made to you? The saucy child amused the passengers.

He prophesied this same prophesy. Rollo forgot to bring the satchel. Oliver might amuse Nora and Dora. He comes every day with radishes. The waiter applied for the position. The dog might chase the cat. Have you ever read Aesop's fables? What did she pay for the satchel? What proposition was made you? The gas range is in the shop. He is very precise in his speech. We expect to go to Boston soon. The gray cat sat near the fire. We desire to thoroughly satisfy all concerned. We know the cause of his failure. The water froze and is now ice. Joe saw the sparrow in the barn. How many crows are in the barn? How large a bird is the sparrow?

Did you observe the work of those men? Our regular terms to dealers are 30 days. Mr. Skinner bought the goods at wholesale prices. The bad man slapped him on the face. I was glad to introduce the noted speaker. Would you please buy a gross of pencils? I saw a man riding down the lane today. My saucy sister filled the saucer with plaster paris. Mabel grieved over the loss of her pet kitten. Henry intends to cross the creek down at the ford. Do you see the box of matches in the safe? The products are now on exhibition at the exposition. Do you know what is the wholesale price of the articles? The place on the program was taken by the new pastor. He says he will not submit to the rule of the czar. The auditor was very radical in his views. He is selling the goods at the lowest possible prices. He might stab the man who was in possession of that establishment.

Messrs. Carl Porter & Co.,
Columbus Colony, Colo

Dear Sirs:

We enclose you herewith for collection an account against Conrad Carter, of Wheeling, West Virginia, for a carload of corn. This account, amounting to \$61.32, is now considerably more than eight months past due. Mr. Carter has been constantly promising to pay this account if we would wait upon him indefinitely or allow him a discount of 5%. We cannot consent to any such arrangement and must insist that he proceed immediately to make settlement in accordance with his agreement in the beginning. Please take such steps as you regard necessary or advisable to bring the matter to a prompt adjustment. Kindly acknowledge receipt of this communication, and oblige

Cordially yours,

Col. Conrad Carter,
Columbia Junction, Conn.

My dear Sir:

Considering the condition of things now, you must concede that it would certainly be the proper course to pursue to require a daily report of all transactions concerning this account. We have encountered all sorts of protests as to the quality of the material used in the production of this carpet. We cannot reproduce them all, as we must proceed prudently, and at present we have not sufficient proof to convince Mr. Karlan of the correctness of the collections.

Please produce immediately a report of the progress that has been made in procuring the necessary quantity within the boundaries of this county.

We propose to call on them promptly for whatever information they may possess concerning this concert. The cornet specialist will entertain the prodigal, as well as the members of the colonies, with the most exquisite music. We trust you will confer with your promotion committee and proceed to make your plans to enjoy the entire course of lectures.

Cordially yours,

1. 100x 7 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100
 101 102 103 104 105 106 107 108 109 110
 111 112 113 114 115 116 117 118 119 120
 121 122 123 124 125 126 127 128 129 130
 131 132 133 134 135 136 137 138 139 140
 141 142 143 144 145 146 147 148 149 150
 151 152 153 154 155 156 157 158 159 160
 161 162 163 164 165 166 167 168 169 170
 171 172 173 174 175 176 177 178 179 180
 181 182 183 184 185 186 187 188 189 190
 191 192 193 194 195 196 197 198 199 200
 201 202 203 204 205 206 207 208 209 210
 211 212 213 214 215 216 217 218 219 220
 221 222 223 224 225 226 227 228 229 230
 231 232 233 234 235 236 237 238 239 240
 241 242 243 244 245 246 247 248 249 250
 251 252 253 254 255 256 257 258 259 260
 261 262 263 264 265 266 267 268 269 270
 271 272 273 274 275 276 277 278 279 280
 281 282 283 284 285 286 287 288 289 290
 291 292 293 294 295 296 297 298 299 300
 301 302 303 304 305 306 307 308 309 310
 311 312 313 314 315 316 317 318 319 320
 321 322 323 324 325 326 327 328 329 330
 331 332 333 334 335 336 337 338 339 340
 341 342 343 344 345 346 347 348 349 350
 351 352 353 354 355 356 357 358 359 360
 361 362 363 364 365 366 367 368 369 370
 371 372 373 374 375 376 377 378 379 380
 381 382 383 384 385 386 387 388 389 390
 391 392 393 394 395 396 397 398 399 400
 401 402 403 404 405 406 407 408 409 410
 411 412 413 414 415 416 417 418 419 420
 421 422 423 424 425 426 427 428 429 430
 431 432 433 434 435 436 437 438 439 440
 441 442 443 444 445 446 447 448 449 450
 451 452 453 454 455 456 457 458 459 460
 461 462 463 464 465 466 467 468 469 470
 471 472 473 474 475 476 477 478 479 480
 481 482 483 484 485 486 487 488 489 490
 491 492 493 494 495 496 497 498 499 500
 501 502 503 504 505 506 507 508 509 510
 511 512 513 514 515 516 517 518 519 520
 521 522 523 524 525 526 527 528 529 530
 531 532 533 534 535 536 537 538 539 540
 541 542 543 544 545 546 547 548 549 550
 551 552 553 554 555 556 557 558 559 560
 561 562 563 564 565 566 567 568 569 570
 571 572 573 574 575 576 577 578 579 580
 581 582 583 584 585 586 587 588 589 590
 591 592 593 594 595 596 597 598 599 600
 601 602 603 604 605 606 607 608 609 610
 611 612 613 614 615 616 617 618 619 620
 621 622 623 624 625 626 627 628 629 630
 631 632 633 634 635 636 637 638 639 640
 641 642 643 644 645 646 647 648 649 650
 651 652 653 654 655 656 657 658 659 660
 661 662 663 664 665 666 667 668 669 670
 671 672 673 674 675 676 677 678 679 680
 681 682 683 684 685 686 687 688 689 690
 691 692 693 694 695 696 697 698 699 700
 701 702 703 704 705 706 707 708 709 710
 711 712 713 714 715 716 717 718 719 720
 721 722 723 724 725 726 727 728 729 730
 731 732 733 734 735 736 737 738 739 740
 741 742 743 744 745 746 747 748 749 750
 751 752 753 754 755 756 757 758 759 760
 761 762 763 764 765 766 767 768 769 770
 771 772 773 774 775 776 777 778 779 780
 781 782 783 784 785 786 787 788 789 790
 791 792 793 794 795 796 797 798 799 800
 801 802 803 804 805 806 807 808 809 810
 811 812 813 814 815 816 817 818 819 820
 821 822 823 824 825 826 827 828 829 830
 831 832 833 834 835 836 837 838 839 840
 841 842 843 844 845 846 847 848 849 850
 851 852 853 854 855 856 857 858 859 860
 861 862 863 864 865 866 867 868 869 870
 871 872 873 874 875 876 877 878 879 880
 881 882 883 884 885 886 887 888 889 890
 891 892 893 894 895 896 897 898 899 900
 901 902 903 904 905 906 907 908 909 910
 911 912 913 914 915 916 917 918 919 920
 921 922 923 924 925 926 927 928 929 930
 931 932 933 934 935 936 937 938 939 940
 941 942 943 944 945 946 947 948 949 950
 951 952 953 954 955 956 957 958 959 960
 961 962 963 964 965 966 967 968 969 970
 971 972 973 974 975 976 977 978 979 980
 981 982 983 984 985 986 987 988 989 990
 991 992 993 994 995 996 997 998 999 1000

Handwritten text in a cursive script, likely a personal letter or a collection of notes. The text is written on a single sheet of paper and is mostly illegible due to the cursive style and fading. It appears to be a mix of letters and numbers, possibly representing a code or a specific dialect. The text is arranged in approximately 15 lines, with some lines starting with a checkmark or a similar symbol. The overall appearance is that of a handwritten document from the early 20th century.

Handwritten musical notation on a single staff, featuring various rhythmic values (quarter, eighth, sixteenth notes, rests) and accidentals (sharps, flats, naturals). The notation is dense and spans the entire width of the staff.

Handwritten text in Urdu script, likely a list or a collection of names, written in a cursive style. The text is arranged in approximately 15 horizontal lines. Some lines begin with a small 'x' or similar symbol. The script is dense and characteristic of traditional Urdu calligraphy.

P. ۱. ۲. ۳. ۴. ۵. ۶. ۷. ۸. ۹. ۱۰. ۱۱. ۱۲. ۱۳. ۱۴. ۱۵. ۱۶. ۱۷. ۱۸. ۱۹. ۲۰. ۲۱. ۲۲. ۲۳. ۲۴. ۲۵. ۲۶. ۲۷. ۲۸. ۲۹. ۳۰. ۳۱. ۳۲. ۳۳. ۳۴. ۳۵. ۳۶. ۳۷. ۳۸. ۳۹. ۴۰. ۴۱. ۴۲. ۴۳. ۴۴. ۴۵. ۴۶. ۴۷. ۴۸. ۴۹. ۵۰. ۵۱. ۵۲. ۵۳. ۵۴. ۵۵. ۵۶. ۵۷. ۵۸. ۵۹. ۶۰. ۶۱. ۶۲. ۶۳. ۶۴. ۶۵. ۶۶. ۶۷. ۶۸. ۶۹. ۷۰. ۷۱. ۷۲. ۷۳. ۷۴. ۷۵. ۷۶. ۷۷. ۷۸. ۷۹. ۸۰. ۸۱. ۸۲. ۸۳. ۸۴. ۸۵. ۸۶. ۸۷. ۸۸. ۸۹. ۹۰. ۹۱. ۹۲. ۹۳. ۹۴. ۹۵. ۹۶. ۹۷. ۹۸. ۹۹. ۱۰۰.

GENERAL PRINCIPLES.

I.

1. For "C" use "S" when the sound is the same as "S", as in "peace" and "K" when it has that sound, as in "coat."

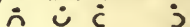
2. The "H" dot is never joined, while the long "a" dot is always joined.

3. For the initial "A" the short "a" is used, to avoid confusion with "H".

4. As there are no signs for "C", "Q" and "Y", these, when used as initials, are written as they are ordinarily pronounced: 7 (see) for "C"; (cue) for "Q"; (wy) for "Y".


5. "Qu" always has the sound of "KW", and is so written:

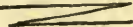
6. "Y" at the beginning of a syllable, as in "yet", "yacht", "lawyer", has the sound of long "e", and is so written; at the end of a syllable it is the same as long "i", (as in "my"), or short "i" (as in "Amy").


7. A dot over "S" makes "Z"; a dot over "Sh" makes "Zh". (See Lesson VII.) 

II.

8. Use the ordinary punctuation marks, except that for the period use X (Semi-colon may be indicated by leaving more space between words.) An additional period shows the end of a paragraph.

9. To show that a word is to be **capitalized** (that is, to be commenced with a capital letter) write  under it; lengthen this sign to extend under several adjoining words to be capitalized:

10. To show that a word is to be **typewritten in capitals** (every letter a capital) write  under it.

11. A wave line  is used for the dash and underscore.

DOUGHERTY'S SHORTHAND.

12. Under a **figure** a straight horizontal line adds "th", "rd", "st", etc.: 3 third; 2 second; 49 forty-ninth; 21 twenty-first.

13. Under a **word**, a straight horizontal line shows that the word is to be repeated: 7 See! See!


2 Alas! Alas! Alas! 2 side by side;
o over and over; v from time to time.






III.


14. Indicate "ing" or "thing" by writing a dot under and close to the end of the preceding sign. When convenient, begin the next sign at this point instead of using the dot. As a rule, "ings" and "things" may be indicated in the same way,—or S may be written: ✓ eating; —• wading; l brings; ~ savings; ~ nothing is; o all things are; ~ kingdom; ———/ Wellington.

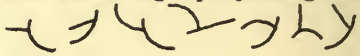
15. Indicate "er" by shading the sign just before the "er"—if it is in the same syllable, or if, by shading, two or more syllables can be written with a continuous stroke. (This applies to everything but a dot.) Example: ✓ Ber-t; L bur-n; L bir-d; Y la-bor; L scab-bar-d; J br-ay; S exer-tion; C exter-nal. (See Lesson V.)

16. Indicate "T" by lengthening the sign just before the "T"—if it is in the same syllable. When lengthened, the sign is exactly the same shape,—simply larger. F ~ Ft ~ P ~ Pt ~ D ~ Dt ~ (See Lesson VIII.) In common words lengthen for "T" to suggest "D": waitet (waited): —•

17. Indicate "L" in the same way as "T" except to enlarge the sign more than for "T": F 

























Ft  Fl  B | Bt | Bl | D 
Dt  Dl  (See Lesson VIII.)

18. Indicate long "e" (when easier or more legible) by **lifting the pencil**, going back along the stroke just written, and commencing the next sign so as to leave a piece of the **first** sign projecting beyond the joining point:  (See Lesson XV.)

19. Indicate long "i" (when easier or more legible) by lifting the pencil and beginning the next sign so as to leave a piece of the **second** sign projecting beyond the joining point:  (See Lesson XV.)

IV.

20. Each syllable is written as though it were an entire word, the syllables being simply joined in writing. The more readily you recognize the syllable division of words, and the more closely you adhere to this rule, the more easily and rapidly will you write Shorthand, and the more readily will you read it.

| | |
|--|---|
|  side |  re-serve |
|  in-side |  sue |
|  be-side |  pur-sue |
| (not  bes-ide) |  per-suade |
|  de-cide |  son  |
| (not  dec-ide) |  per-son |
|  re-side |  pris-on |
|  serve |  sigh |
|  ob-serve |  sire |
| (not  obs-erve) |  de-sire |
|  de-serve | (not  des-ire) |
| (not  des-erve) | |

2 size
 2 exer-cise
 2 pre-cise
 de-ter
 debt-or
 de-fect
 def-i-nite

✓ Es-ther
 C stir
 8 es-tab(lish)
 6 stab
 7 dis-ease
 2 de-cease
 de-scribe

V.

One advantage of this system is that the shortening up of outlines is not merely arbitrary, but is according to a systematic method. As the student becomes more familiar with the Shorthand he may abbreviate more and more, just as he would do in longhand with familiar terms; and these contracted forms are legible to anyone writing the system, even though he does not use the contractions in his own notes.

21. Use abbreviations commonly used in longhand:

o (Mo.) for Missouri or month; 4 (Chg.) for charge or Chicago;
 9 (Ill.) for Illinois or illustration; 9 (No.) for number;
 o (Co.) for company; 7 (sub.) subject, subscription;
 7 (sug.) suggest; 2 (adv.) advertise(ment);
 V (bet.) between.

22. Write just so much of a word as is necessary to show plainly what is intended:

ev(ident); 6 situ(ation); 2 enthus(iasm); 2 edu(cate); 6 o'el(ock).

23. Abbreviations are sometimes formed, as in longhand, by dropping the first syllable or sign of a word:

advise; 2 advance; 2 regret;
 request; 2 require; 2 because;
 describe; 2 remain; 2 entirely;

(begin; elbow; element.

24. Short "e," "i," and "u" are usually omitted in the middle of words: wed; tip; mud; took.

25. Words which naturally belong together may often be joined in writing (phrased, it is called) to advantage; but do so only when the words join easily:

I do; I will; I will be; You will see (th)at;
We enclose you herewith;
in (a) few days; if you have not;
some (time) ago; in regard to; at
once. See also paragraph (t), page 15.

26. In common phrases the first sound sign of a word will often suggest the word: D(ear) S(ir);






























You(rs) t(ruly); will s(ay)-
that; by-any-m(ean)s; by-no-
m(ean)s; by-all-m(ean)s; by-
m(eans)-of; you-will-f(ind);
to-hear-f(rom)-you; as-much; so-much.

27. Such words as "to", "the", "of", "be", etc., may often be omitted, when the sense of the sentence will supply them: we-beg-(to)-say-that;
in regard (to) the matter; at(the) present
time; in (the) meantime.

VI.

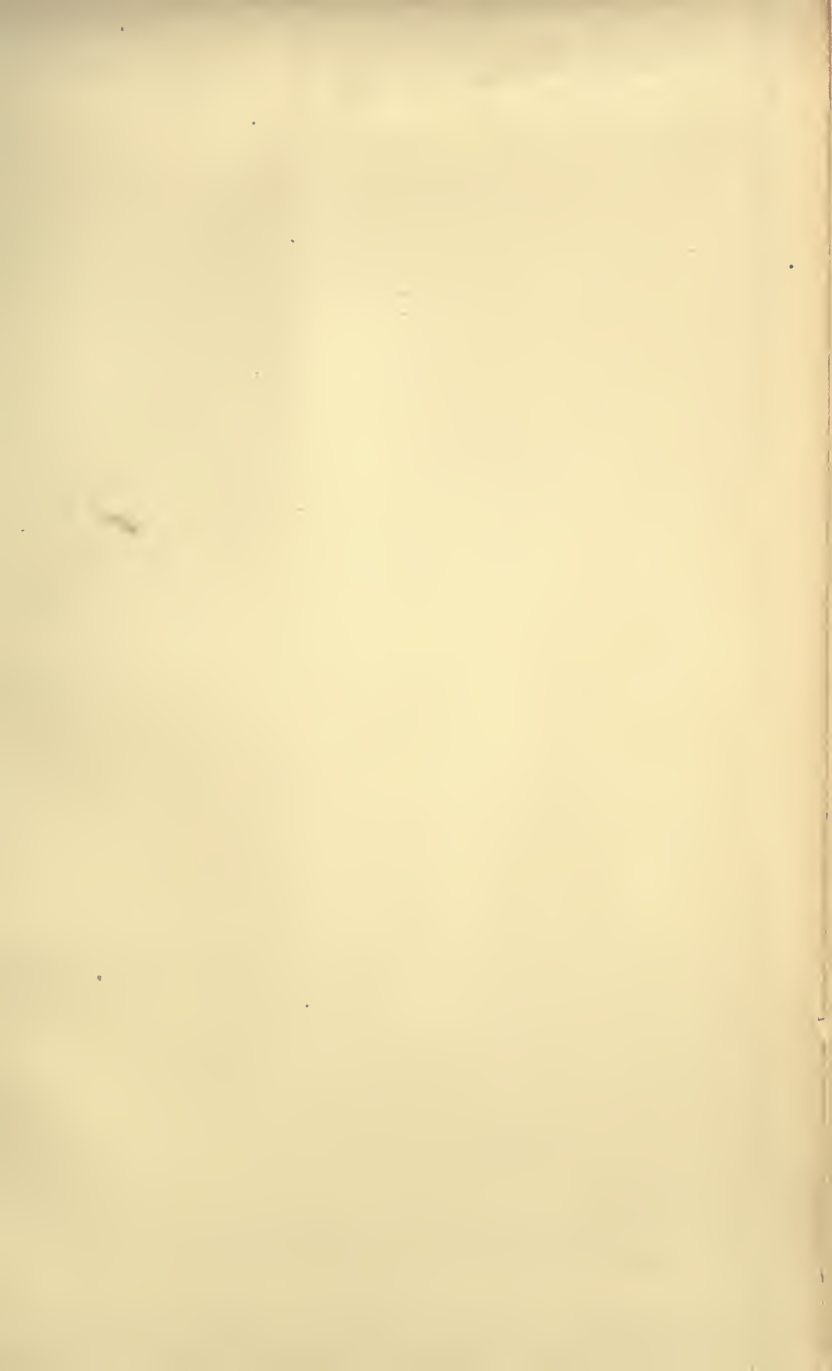
A number of complete words are indicated arbitrarily by single soundsigns, or combinations of soundsigns not complete words. These are called

WORDSIGNS.

| | | | | | |
|------|---|-----------------------|-----|---|---------------------|
| K |  | look
quite
like | V |  | very |
| KL |  | close | D |  | do |
| N |  | no
know
known | J |  | just |
| NT |  | not | JL |  | general |
| NL |  | knowledge | W |  | we
with
would |
| T |  | to | Ch |  | which |
| ime |  | time | S |  | was |
| F |  | far | S |  | is |
| P |  | up | Sh |  | sure
should |
| L |  | long
length | Sht |  | short |
| ŷ |  | if | Shl |  | shall |
| ŷ-t |  | it | ě |  | ever
every |
| it-t |  | it would | ěs |  | else |
| it-l |  | it will | en |  | any |
| | | | G |  | go
gone
good |

| | | | | | |
|----|---|---------------|-----|---|-------------------|
| GT | / | great | I ă | 6 | I am |
| GL | / | glad | un | \ | on |
| M | \ | most
must | ē | | me |
| | | | ă | | at |
| MG | > | among | | o | as
has
have |
| Mĩ | > | many
money | ö | o | of |
| B | | by
been | aw | o | all |
| ī | / | my | thr | ∞ | their
there |
| | | | | ✓ | to the |





B. O. BAKER
LAWYER
DALLAS, TEXAS

UNIVERSITY OF CALIFORNIA
AT
LOS ANGELES
LIBRARY

UC SOUTHERN REGIONAL LIBRARY FACILITY



A 000 564 921 5

B. O. BAKER
LAWYER
DALLAS, TEXAS

Z56
D74m

